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ABSTRACT

The State of New Jersey mandated that local school districts establish attendance policies beginning September 1, 1981. The purpose of this study is to determine if this mandated policy has produced a significant effect on school attendance, dropout rate, and student performance. A specially developed questionnaire asked 42 principals, randomly selected from 326 New Jersey secondary schools with varying enrollments, to provide statistics on pupil attendance, dropout rate, and pupil performance for the 1980-81 school year (before the mandated attendance policy) and the 1981-82 school year (after the mandated attendance policy). In addition, the questionnaire explored the principals' attitudes toward the attendance policies and their perception of teachers' attitudes. The results showed a significant increase in school attendance and pupil performance after the institution of attendance policies and no significant change in the dropout rate. (Author/TE)

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A STUDY OF THE CHANGES IN THE NEW JERSEY PUBLIC SECONDARY SCHOOLS DUE TO THE NEW JERSEY STATE BOARD OF EDUCATION MANDATE TO LOCAL SCHOOL DISTRICTS TO ESTABLISH ATTENDANCE POLICIES

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Peter J. Olivieri

School districts continually seek creative solutions to reduce absenteeism and drop out rate. One solution has been to develop an attendance policy which requires a student to attend school for a given number of days to receive course credit

The State of New Jersey mandated that local school districts establish attendance policies beginning September 1, 1981. The purpose of this study was to determine if this mandated policy did produce a significant effect on school attendance, drop-out rate and student performance.

The subjects included forty-two principals, randomly selected from three hundred twenty six secondary schools in New Jersey. These schools had varying enrollments and were located in different regions of the State.

The instrument for the study was a specially designed questionnaire comparing statistical differences between the 1980-81 school year, before the mandated attendance policies, and the 1981-82 school year, after the mandated policy, with specific regard to pupil attendance, drop-out rate and pupil performance. In addition, the questionnaire explored attitudes related to the attendance policies on the part of the principals and their perceptions of teacher attitudes.

The results indicated that there were significant differences in school attendance and pupil performance after the institution of the attendance policies in 1981.

The conclusions were that the attendance policies did make a significant difference for school attendance and pupil performance, as measured by the Minimum Basic Skills Test, after the mandated attendance policy of September 1, 1981.

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--Peter J. Olivieri

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CHAPTER I

INTRODUCTION

The New Jersey State Legislature has introduced legislation in the past several years in order to make the education process more Thorough and Efficient. Senate Bill number 1516, 1975, approved September 29, 1975, Chapter 212,

> ...provides for a thorough and efficient system of free public schools, a State aid program implementing such system, revising parts of the statutory law and supplementing Title 18A of the New Jersey Statutes.
>
> ENACTED by the Senate and General Assembly of the State of New Jersey:
>
> Article 1.
>
> 1. This act shall be known and may be cited as the "Public School Education Act of 1975".
>
> 2. a. The Legislature finds and determined that:
> (1) The New Jersey Constitution provides that the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the Ages of 4 and 18 years is a legislative responsibility:
> (2) It has been determined by the Supreme Court of New Jersey that the constitutional requirements has not been met and that action must be taken to correct any deficiencies;

(3) Extensive efforts have been made by the Executive and Legislative branches of State Government and others since the Supreme Court's decision to determine the content of a thorough and efficient system of education and how it may be assured;

(4) Because the sufficiency of education is a growing and evolving concept, the definition of a thorough and efficient system of education and the delineation of all the factors necessary to be included therein, depend upon the economic, historical, social and cultural context in which that education is delivered. The Legislature must, nevertheless, make explicit provision for the design of State and local systems by which such education is delivered, and should, therefore, explicitly provide after 4 years from the effective date of this act for a major and comprehensive evaluation of both the State and local systems, and the sufficiency of education provided thereby;

(5) In order to encourage citizen involvement in educational matters, New Jersey should provide for free public schools in a manner which guarantees and encourages local participation consistent with the goal of a thorough and efficient system serving all of the children of the State;

(6) A thorough and efficient system of education includes local school districts in which decisions pertaining to the hiring and dismissal of personnel, the curriculum of the schools, the establishment of districts budgets, and other essentially local questions are made democratically with a maximum of citizen involvement and self-determination and are consistent with Statewide goals, guidelines and standards; and

(7) Such a system should be in part locally funded to encourage involvement of and assure the financial supervision by the residents of the local unit, and in part State funded, to equalize Statewide the tax effort required for a thorough and efficient system of free public schools.

b. The legislature, therefore, hereby accepts the responsibility;

> (1) To define the overall goal of a thorough and efficient system of free public schools in New Jersey:
> (2) To establish guidelines within which such a system shall operate;
> (3) To delegate to appropriate State and local agenicies the authority:
> (a) to establish goals and objectives consistent with legislative guidelines, and
> (b) to define standards of performance necessary to indicate achievement of the goals and objectives;
> (4) To establish a funding structure which will ensure that adequate financial resources shall be available to enable a system of free public schools to operate throughout the State; and
> (5) To monitor the system of free public schools and provide for corrective action when necessary to ensure adequate progress toward the achievement of goals and objectives. (30: 1-2)

To meet the financial obligations, of this Act, the State Legislature enacted a state income tax. The income tax levied was from two to two and one-half percent of the gross salaries of employees in the State of New Jersey.

The New Jersey Administrative Code states:

> District boards of education shall establish pupil attendance requirements appropriate to each of the particular educational programs. ((NJAC 6:8-4.2 (d)2))
>
> This requirement provides local districts with the opportunity to effectively deal with chronic absentees and truants. The local policy should be for the minimum number of days in attendance in order to receive a passing grade in the subject area. (29: 32)

There are still both positive and negative feelings about the original Thorough and Efficient Education legislation.

Some New Jersey school administrators have expressed special concern about the State Board of Education mandate that attendance policies be adopted by all schools effective September 1, 1981.

The situation caused by compulsory attendance policies is two-fold; on one hand, one would assume that since schooling is "compulsory in the State of New Jersey for youngsters up to the age of sixteen" according to State Law Title 18A, a student who attends school regularly, may benefit from the classroom instruction, take part in school activities and achieve academically to the best of his ability. On the other hand, as was stated in Urban Education,

> "...adolescents who once dropped out or were pushed out of school now may be compelled to remain longer in school, often with explosive results." (13:183)

As one New Jersey administrator said, "The attendance policy had accomplished best what the school system needed least: the incarceration of the unwilling learner." (11:31)

Statement of Problem

Attempting to improve the attendance of secondary school students, the New Jersey State Board of Education mandated that attendance policies be adopted by all local school districts in the state effective September 1, 1981. The State Board of Education issued guidelines to be followed by the local Boards of Education. In an attempt to follow the guidelines set forth by the State, districts adopted policies that

had not been tested. Each school district had specific needs, and a testing period was not afforded them. In some cases, unforeseen residual effects have developed in the area of student drop-out rate and student performance.

A study of the effects of the New Jersey State Board of Education mandate to local school districts, to establish attendance policies effective September 1, 1981, needed to be conducted in the areas of attendance, student drop-out rate and student performance.

Need for the Study

Some school administrators have shown concern about the effects of the New Jersey State Board of Education mandate that attendance policies be adopted by local school districts, effective September 1, 1981. Many of the administrators have stated that the policy has caused residual changes within their insitutions, not all of which are positive. This researcher has observed that in some school districts, the drop-out rate increased considerably, while the attendance increased minimally.

Concern has been expressed that the attendance policies increase over-all attendance by forcing students with poor attendance to drop out of school. Many teachers have informed administrators that while more students are attending school with more regularity, they are being disruptive, thus taking time away from other students.

For many New Jersey Public secondary schools, the 1981-1982 school year was the first year with an official attendance policy. Some principals felt that their attendance policies were not meeting the needs of their high schools. School administrators developed varied policies to meet the need of their student population. Because there is such diversity among communities within the state there is no one standard policy which could address those needs. Many of the principals believed that there was a need to analyze a variety of attendance policies collected from school districts throughout the State of New Jersey in order to have a point of reference from which to recommend modifications in their current policies to their local Boards of Education.

Purpose

The purpose of this study was to examine the extent to which the New Jersey State Board of Education's mandate that all New Jersey local school districts with secondary schools enact attendance policies effective September 1, 1981 has increased attendance and the effects of the policies on student performance and student drop-out.

A further purpose was to gather attendance policies from local school districts in order for the researcher to observe the variation in the number of days allowable absence and the existence of appeal procedures. This information was used in the study and a summary of the findings is included in the appendix.

The summary was made available to any New Jersey high schoo principal who expressed a desire to compare his policy with others used in the state. The principals may use this informatior however they wish, however, it is suggested, by this researcher that if they are not completely satisfied that their present attendance policy is meeting the needs of their school, they may use the other policies as a guideline for modifications.

Significance

This study supplied data on the New Jersey local school district's attendance policies for secondary schools as mandated by the New Jersey State Board of Education during the first year of inception, in the areas of attendance, student performance and student drop-out. Data gathered from sample policies collected from local school districts were examined for the existence and make-up of appeal panels, and the maximum number of days allowable absence before losing course credit. The data were made available to New Jersey secondary school principals for their review. This study provided a basis for a careful study and systematic development of successful attendance policies.

This study related the significance of compulsory attendance legislation to the various aspects of social change. This researcher has chosen descriptive material and cited examples of empirical studies in the area of social change and how they related to the topic of school attendance. The review of literature

of this study, brings one through the Educational Revolution, the conflicts of youth in revolt against the system, power coer strategies and the concept of the school as a change agent.

Hypothesis

1. The New Jersey State mandate to local public school districts with secondary schools to develop and implement attendance policies as of September 1, 1981, has had no significant effect on pupil attendance.

2. The New Jersey State mandate to local public school districts with secondary schools to develop and implement attendance policies as of September 1, 1981, has had no significant effect on student drop-out rate.

3. The New Jersey State mandate to local public school districts with secondary schools to develop and implement attendance policies as of September 1, 1981, has had no significant effect on pupil performance.

Definition of Terms

Attendance	The act of being present, particularly at school.
Administrator	A generic term referring to the person responsible for the total administration of an educational system, institution, or division of either; may refer to state superintendents or commissioners, city or district superintendents, princi-

pals, deans, chancellors and presidents.

Drop-out — Designates a secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any reason other than death or transfer to another school before graduating; such an individual is considered a drop-out whether it occurs during or between regular school terms, whether it occurs before or after he has passed the compulsory school attendance age.

Drop-out rate — An expression of the comparison between the number of people who enter schooling at one level and the number who successfully complete a later level.

Educator — One who teaches, instructs or otherwise contributes to the educational development of others.

Group One School — As designated by the New Jersey State Interscholastic Athletic Association a secondary school having between 531 and 242 students enrolled in grades ten to twelve for the 1981-82 school year.

Group Two School	As designated by the New Jersey State Interscholastic Athletic Association a secondary school having between 802 and 550 students in grades ten to twelve enrolled for the 1981-1982 school year.
Group Three School	As designated by the New Jersey State Interscholastic Athletic Association a secondary school having between 1147 and 816 students in grades ten to twelve enrolled for the 1981-82 school year.
Group Four School	As designated by the New Jersey State Interscholastic Athletic Association a secondary school having between 2257 and 1156 students enrolled in grades ten to twelve for the 1981-82 school year.
High School	The school division comprising grade nine through twelve.
Principal	The administrative head and professional leader of a school division, such as a high school; a highly specialized, full-time administrative officer; in public education, usually subordinate to a superintendent of schools.

Public School	One of a system of schools maintained at public expense.
School District	The area that is under the supervision of a given School Board.
Secondary School	Synonym for High School.
Student	One who attends an education institution of secondary level.
Student Performance	The behavior of a student. a. Academic - knowledge attained or skills developed in school subjects, usually designated by test scores or by grades (marks) assigned teachers. b. Behavior - adolescent - The characteristic behavior displayed by youth of ages approximately 12 to 18. c. Disruptive - aggressive behavior characterized by vigorous efforts toward self assertion over others, or self-advancement over others.
Suspension	The temporary, forced withdrawal of a pupil from school resorted to by school officials for various disciplinary and other reasons.

a. In-school suspension - student is withdrawn from classes.

b. Student is withdrawn from school.

Teacher — A person who has completed a professional curriculum in a teacher training education insititution and whose training has been recognized officially by the award of an appropriate teaching certificate; a person employed in the official capacity of teaching full time.

Assumptions

1. All New Jersey local Boards of Education have followed the State mandate and established attendance policies effective September 1, 1981.

2. New Jersey Public secondary school administrators have concerns about their attendance policies in the areas of student drop out and student performance.

3. A mailed questionnaire is a valid method of collecting data from New Jersey secondary school principals for this study.

4. A valid method of surveying schools of varying enrollments in the State of New Jersey is to randomly select schools within the four groups determined by the New Jersey State Interscholastic Athletic Association for public schools.

5. New Jersey secondary school principals are interested in reviewing attendance policies developed by other school districts for comparison.

Scope

This research has surveyed New Jersey secondary school principals in regard to their attendance policy developed in accordance with the State mandate, and its relationship to attendance, student drop-out and student performance.

Limitations

This research was limited to:

1. Public secondary school principals in the State of New Jersey.

2. New Jersey public secondary school district attendance policies as mandated by the State Board of Education as they relate to the areas of attendance, drop-out rate, student behavior and achievement.

Nature of Study

This study employed the survey method of research utilizing a questionnaire which was developed by the researcher using fixed alternative questions. A jury panel of experts in the area of school attendance was asked to review the questionnaire. The panel consisted of one high school principal and two assistant principals who deal daily with matters of attendance. These administrators were employed by three

separate school districts in New Jersey. A pre-test was mailed to two percent of the New Jersey public high school principals, with two or more similar questions in each of the areas of concern, to test the consistency of the answers. Pretest subjects were asked to comment on the clarity of the questions, difficulty in answering and sequence of the questions. The questionnaire was edited and mailed to a stratified random sample of New Jersey public secondary school principals. The New Jersey public schools are grouped into four regional sections, North Section I, North Section II, Central Section and South, by the State Interscholastic Athletic Association. North Section I is composed of 85 schools, North II composed of 73 schools, Central 82 schools and South 86 schools, a total of 326 schools. Within each region, the schools are re-divided into one of four groups according to enrollment in grades ten through twelve. This was the grouping procedure the researcher used for this study. Group One schools had the smallest enrollment figures, Group Four the largest. For the 1982-83 school year Groups One, Three and Four each contained eighty-one schools Group Two was made up of eighty-three schools. Thirty-five percent of the principals in each group were mailed the questionnaire.

The secondary school principals were questioned in regard to attendance, drop-out rate and student performance. A copy of the questionnaire used in this survey is found in appendix C.

In order to learn if there were any significant differences between the 1980-81 period, before the attendance policy was

instituted, and the 1981-82 period, after the policy was instituted, a t-test for significance at the .01 level was computed for data concerning school attendance (Questions 3 and 4); dropout rates (Questions 6 and 7); number of suspensions (Questions 8 and 9; and number of expulsions (Questions 10 and 11).

The other data concerned with school enrollment were tabulated and computed into percentages.

All data were presented in tabular form. A quantitative and qualitative analysis were provided in later chapters.

Summary

The New Jersey State Legislature has enacted the "Public School Education Act of 1975" this act has been commonly called the "Thorough and Efficient" legislation. As part of this legislation, the New Jersey State Board of Education mandated that all public secondary school districts enforce an attendance policy to take effect September 1, 1981.

In an effort to improve attendance, some of the policies, with their varied requirements, may have caused unforeseen residual effects. This researcher has studied the effects of the State mandated attendance policy on districts with secondary schools. This researcher gathered sample attendance policies from New Jersey secondary schools, and collected information supplied by New Jersey secondary school principals, through the use of a questionnaire. The research and results of this study will be made available to New Jersey secondary school principals.

CHAPTER II

REVIEW OF LITERATURE

The review brings forth current literature concerning attendance policies and practices, dropouts and pushouts, discipline and the advantages and disadvantages of compulsory schooling.

Attendance Policies and Practices

The American education system passed through two major reforms in the 1960s and 1970s. The first, following the Soviet success in space, focused on efforts to reform curricula in mathematics and science, financed by the Federal government through the NDEA of 1961.

The second, emphasized beside curriculum reform, changes in teaching methods and in the structural organization of schools. The underlying philosophy of this era was that schools and teachers needed to become more sensitive to the individual academic and psychological needs of students. Teachers began to stress methods that attempted to create a more humanistic classroom and school atmosphere. In addition, they gave more attention to the teaching of values and showed increased concern for an individual's psychological growth. Efforts to alter the structure of education produced alternative approaches to teaching and learning, with some school districts going so far as to set up alternative schools in separate buildings. Even school

architecture reflected these changes, and "schools without walls" became the avant garde mode for a time. (26:17)

Sipher said, "Despite all these changes, American education is in worse trouble now than before." (26:18)

In order to effect a cure, one must identify the problem. Unless American educators admit that, at least, some of the blame rests with the students, little will be done to correct the situation. The problem appears to be two-fold, student inertia, which has caused teachers to lower their standards and expectations, and student violence, which has caused frustration. (26:18). Placing the blame for the trouble with American education on the heads of educators and students, many educators have begun to investigate the advantage and disadvantage of compulsory schooling.

Two purposes for compulsory schooling are apparent through its history; the good of the student, to initiate him into society, make him responsible, to help him perceive the values of society and its institutions; and, the good of society, for every civilization must perpetuate itself or eventually decline. Ovard stated, "Schools are the appropriate institutions to preserve the culture, to meet the needs of society, and compulsory attendance secures the education necessary for all citizens." (22:123)

The tradition of mandatory schooling goes back to the early New England settlements. The Puritan fathers wanted mandatory education in order to promote uniform religious sentiments among the colonists. Martin Luther advocated the same idea in his time.

The ancient city-state of Sparta had even prescribed a mandatory education for its boys. In Prussia, where the practice of universal compulsory education was perfected, the purpose was political: to create and maintain loyalties, and to erase dissent.

In the 19th century, Massachusetts School Superintendent Horace Mann pushed for the Prussian system here in the United States. Care must be taken Mann said, to "regulate the will of the people". (6:312)

The established classes saw public education as their best protection against the immigrants of the middle and late 19th century - how else to purge them of their alien heritage than by "Americanizing" their youth? (5:312)

The trend to include more and more children within the bounds of general education is paralleled by a trend to lengthen the time of compulsory attendance. School attendance in the United Stated is required until children reach the age of 16. In several states, children are expected to stay in school until 18 years of age. As a matter of fact, the number of junior colleges and other institutions of postsecondary education is large enough in many states to permit any youth who so desires to attend, for a minimal tuition fee until the age of 20. (1:22)

When students leave school before graduation, many become burdens to society due to their lack of marketable skills, some become involved in criminal activities and often dropouts return to school and ask why they were allowed to pursue childish whims at the expense of their futures?

As was stated in a feature article in Educational Studies,

> "Unless changes are made in the society, the abolition of compulsory schooling is likely to make it even easier for the "Schooled" of our society to maintain an advantage over the "unschooled". To increase or maintain the number who are "unschooled" or "underschooled" is not only less than "deschoolizing" it may go well in the opposite direction. If there is an elitism of the educated or schooled in our society a "diploma elite", this will be reinforced if we increase the number of the unschooled or underschooled. And this would seem a possible result of the abolition of compulsory schooling. (23.5)

Some feel, on the other hand, that removing or lowering the age at which students would be permitted to end formal education would not result in major change in attendance patterns. We will always have those students who really want to attend school, and those who are compelled by parents to attend. The students who would leave are those who did not wish to attend. (23.3)

Schools say that the reason for compulsory attendance laws is to make sure that children learn all the important things that the schools are teaching. But children must be in school even when tests show that they are not learning anything or have already learned what the school is teaching. Only in very rare cases can even the best student skip a grade. They all must put in their full time and if they learn anything at all they must learn at the school's snail-like pace. (4:157)

Most attendance policies are punitive by nature. What incentive does a chronically absent student have for returning

to school when he knows no matter how hard he works from that point on, his credit is already lost or his grade is irrevocably lowered?

If a school system's rationale for its stringent attendance is that students benefit from class interaction and participation, why do school systems regularly allow absence for extra-curricular activities? Granted, these activities are worthwhile but they do not provide the same experiences as the activities they have missed during their regularly scheduled classes.

Most attendance policies which provide for making up lost credit do not attempt to recreate activities, demonstrations, or interactions which were missed during the absence, but only attempt to make up missed assignments.

Educators should ask themselves whether all those classroom exercises, demonstrations, discussions, and activities are truly important to all students, and whether missing classes means a student should not receive credit for his academic work. How are a student's talents and achievements measured through time spent or endured in school through and analysis of each student's ability to know, understand, and apply course substance? (21:38)

Some New Jersey school board members feel that parents are as much to blame for the lackadaisical attitude toward the responsibility of regular attendance and should be penalized for their attitudes. Often parents have aided and abetted wrong attitudes toward attendance. (27:2)

Discipline, Dropouts and Pushouts

An essay by Doyle entitled, "Are Students Behaving Worse Than They Used to Behave?" raised the possibility that student behavior problems are not a phenomenon unique to the past decade. Doyle maintained that young people probably are behaving about the same as they have behaved over the past century, only now, the misconduct has shifted from the streets to the school corridors. "Adolescents who once dropped out or were pushed out of school now may be compelled to remain longer in school, often with explosive results". (13:183) Often, suspension of the student from school or from the classroom is used as a punishment for misconduct. While excluding a student may be temporarily beneficial for the teacher or the class, is this depriving the student of his access to education? Does suspension label him as a troublemaker: Can it decrease his academic performance? Only the best student can continue to do well academically when removed from school for an extended period of time. Many of the students who misbehave are those who normally do not do well academically, it may be that this form of punishment reinforces their misbehavior and increases their chances of poor academic performance. (17:465)

Increasingly, educators are recognizing the need to isolate disruptive students while continuing to afford them the opportunity to continue learning. Teachers continue to give assignments, and there is no "vacation" from school. (20:57)

The act of leaving school must be made more difficult. Keeping track of truancy, watching closely the academic performance of students, getting more parental input into the education

process may make it more difficult for students to voluntarily withdraw. This has impact not only for the student but also for society. Dropouts and pushouts have an economic effect on others. They tend toward unemployment, lower earnings, production of fewer goods and services, paying fewer taxes, welfare payments and increasing law enforcement costs. It might well be that if time is taken to recognize this problem in the schools, a service might be done which would be beneficial for everyone. (20:57)

But, numerically, far more important than these overt dropouts at 16 are the children who conform to schooling between the ages of 6 to 16 or 20, but who drop out internally through daydreaming--their days wasted, their liberty caged and scheduled, their desires inhibited, their imagination and aspiration lost. (21:32)

Attendance Policies and Performance

There are some high school administrators who feel that it is most important to have the best average daily attendance rate in their district. Their attendance policies are based on the assumption that the students who attends school with regularily benefits from the instruction. Students with good attendance generally receive higher grades, enjoy school more, and have better chances for employment upon leaving school. Adhering to attendance policies also forces students to take responsibility for their own attendance. (12:117) All other effects on an attendance policy appear secondary.

When school districts implement attendance policies, it is important to note whether the attendance of all students tend to increase. Is achievement affected? Do failures ensue? Does student participation both in school activities and disciplinary situations change? An interesting study was made of 666 secondary school students in New Milford High School.

> ...a comparison was made of the performance of 666 secondary school students in attendance, achievement and behavior for a two-year period at New Milford, Connecticut High School. During the first year of the comparison, a restrictive and punitive attendance policy did not exist. In the second year of the comparison, an attendance policy was in operation.
>
> The comparison of student performance without and with an attendance policy. revealed that the older students (juniors and seniors) with low I.Q. exhibited the most improved performance under the policy. The attendance of this group of students increased significantly from 161 to 166 days attendance out of a possible 180 days, while the number of their course failures significantly decreased from .94 to .34 courses failed. It appears that the older students with lesser ability at the secondary school level perform more favorably in their attendance and achievement than do other groupings of students when a restrictive and punitive policy for attendance exists.
>
> Older students showed significant increases for academic average, from 79.1 to 81.48 percent, and participation in activities per student, under the policy. It appears that the chronological maturity of the student is an important factor in the comparison of academic and extra-curricular performance without and with an administr-

> ative policy for attendance. Older students appear to perform more favorably than do their younger classmates when such a policy is in operation. In addition, while academic performance under the policy did not significantly increase for some groups of students, neither did the measure of their variable significantly decrease for many of the students. This would seem to indicate that the establishment of severe academic penalties by an attendance policy, i.e., credit denial or grade reduction, does not necessarily result in actually imposing such penalties upon the majority of students.
>
> Students grouped in the high I.Q. level showed no significant difference for performance in attendance and achievement variables. Apparently, students with high ability are least likely to be influenced in their attendance policy. Grouping students by sex was of no significant difference in permanance under an attendance policy for males when compared with females.
>
> Students with low I.Q. demonstrated a significant increase in the number of disciplinary suspensions they were issued when the policy was in operation. For this group, the suspension rates doubled, from one suspension for every ten students to two suspensions for the same number of students. This increase was a negative reaction to the pressure of attendance coerced by administrative policy. All other groupings of students showed no significant differences in the number of disciplinary suspensions. It appears that the implementation of a restrictive and punitive attendance policy does not result in a reaction of negative behavior from most students, especially those with average and high ability. (9:129-130)

In general, studies have shown time and time again, that while attendance policies increase attendance, they also increase

discipline problems. Punitive attendance policies are not the answer to getting students to come to school. Interesting theories by Hoback (1976), Brimm, Fogerty and Sadler (1978), Rogers (1980) and Byrne (1981) are concerned with the school's responsibility concerning pupil attendance. The school must motivate the student to attend, instructional programs, must maintain standards and a level of challenge that invites and requires their full participation. (11:29)

SUMMARY

Attendance policies are an educational tradition going back to colonial America. Compulsory attendance is perceived as a method of ensuring a democratic society. But, critics of compulsory attendance contend that youth who do not want to be in school impede the learning of students who do want to be there. Increasingly, disruptive students are physically separated from other students in alternative learning situations, the aim being to retain them in school at any cost. The underlying philosophy is that without a high school diploma, these students would be ill-equipped to economically and socially contribute to society, and would eventually be a burden on society.

There is some empirical evidence to support the thesis that strict attendance policies do enhance academic performance, at least for some students at lower IQ levels and older age groups. Yet, there are also studies which suggest that attendance policies contribute to discipline problems because students simply do not want to be in school.

Critics of compulsory education wonder if these policies are more effective than searching for ways that will motivate students to attend. The answer appears to lie in more research studies in order to determine if strict policies are, in fact, increasing attendance and reducing the dropout rate, and helping to improve academic performance.

CHAPTER III

METHODOLOGY

The subjects, procedures for collecting data, description of the measuring instrument, and analysis of data were delineated in this chapter.

Subjects

The sample included 42 subjects who completed the questionnaire and returned it to the researcher. A total of 114 questionnaires were mailed to principals who were randomly selected from 326 schools in the state of New Jersey. The researcher received 46 completed questionnaires. Four questionnaires, however, had to be eliminated because the subjects stated that they were new schools, thus could not have an attendance policy for 1980-81.

The 114 randomly selected subjects represented 35 percent of the total 326 schools in the state. The New Jersey public schools are grouped into four regional sections by the State Interscholastic Athletic Association. Within each region, the schools are subdivided into four groups according to enrollment in grades ten through twelve. The four groups were designated as Group one, three and four, each containing 81 schools and Group two, containing 83 schools. Group one has the smallest enrollment and increased enrollment takes place with increasing

numbers; thus, Group four has the largest enrollment.

Respondents were randomly selected from this stratified sample of schools; 35 percent of the schools in each group were mailed the questionnaires.

Questionnaire Return Results

Stratification	Total Population in Group	Total Requests Sent	Number Returned	Percent Returned
1	81	28	2	4.8
2	83	29	7	16.7
3	81	29	16	38.1
4	81	28	17	40.4
TOTAL	326	114	42	36.8

The principals of each school served as the subjects for the study. Since 42 questionnaires were used as the sample for this study, the response rate was 36.8 percent of the 114 questionnaires mailed.

Instrument for the Study

The questionnaire was the instrument used for the study. This questionnaire was specially designed for examining statistical changes in attendance, drop-out rates, suspensions, expulsions, and test scores. In addition, the questionnaire sought to explore attitudes and perceptions concerning various aspects of attendance policies, such as teacher perceptions toward the attendance

policy and student discipline problems. All questions on the questionnaire were objective questions.

The questionnaire was validated by a jury panel of experts in the area of school attendance reviewing it. In addition, a pilot study was conducted by mailing the questionnaire to 2 percent of the New Jersey public high school principals. These pilot subjects were asked to comment on the clarity of the questions, difficulty in answering and sequence of the questions. The result was that the questionnaire was considered to be a valid and reliable instrument for exploring various aspects of changes in attendance policy. One question, Question 13, was eliminated from the study because it failed to include a necessary component.

The questions were drawn from the literature, as well as from the researcher's personal experience, training and education as a secondary school principal.

Procedures for Collecting Data

The selected subjects were mailed the questionnaires in early December, 1982. A covering letter stating the nature and purpose of the study was included with the questionnaire. Covering letter and questionnaire may be found in appendix B and appendix C. Subjects were asked to complete and return the questionnaire in an enclosed, self-addressed, stamped envelope before December 15, 1982. Subjects were also advised that they would receive a summary of the results in gratitude for their cooperation and participation.

Analysis of Data

As previously mentioned, 42 questionnaires were considered valid to serve as subjects in the study by the designated date, December 15, 1982. The data were tabulated and computed into percentages, except for 4 questions which sought to compare attendance, dropout rates, suspensions and expulsions before and after an attendance policy was instituted.

Mean, standard deviation, and t-test for significance at the .01 level were computed for data concerning school attendance (Questions 3 and 4); dropout rates (Questions 6 and 7); number of suspensions (Questions 8 and 9); and number of expulsions (Questions 10 and 11).

All data were presented in tabular form. A quantitative analysis were presented in Chapter IV, and a qualitative analysis was presented in Chapter V.

Attendance Policy Collection

A total of 114 letters requesting sample attendance policies were mailed to principals who were randomly selected from 326 schools in the state of New Jersey. Copy of letter may be found in appendix A. The researcher received 83 attendance policies.

The randomly selected subjects represented 35 percent of the total 326 schools in the state. The New Jersey public schools are grouped into four regional sections by the State Interscholastic Athletic Association. Within each region, the schools are sub-divided into four groups according to enrollment in grades ten

through twelve. The four groups were designated as Group one, three and four, each containing 81 schools and Group two, containing 83 schools. Group one has the smallest and increased enrollment takes place with increasing numbers; thus, Group four has the largest enrollment.

Seventeen samples are included in appendix D, showing variations in the number of days allowable absence and the existence of appeal procedures.

SUMMARY

The questionnaire used in this study, may be found in appendix C. The questionnaire was designed to examine statistical changes as well as attitudes and perceptions. The questionnaire was validated by a jury panel of experts and field tested before mailing. A total of 114 questionnaires were mailed to principals randomly selected from the 326 schools in New Jersey, 42 of the returned questionnaires were used in this study.

The sample attendance policies collected for this study, may be found in appendix D. This researchers mailed 114 letters requesting sample attendance policies to principals randomly selected from 326 schools in the state of New Jersey. A copy of the letter may be found in appendix A. Included in appendix D are 17 of the 83 attendance policies received. These samples were included to demonstrate the variation in the number of days allowable absence and the existence of appeal procedures.

CHAPTER IV

RESULTS OF THE STUDY

The results of the study were based upon the responses of 42 subjects who completed the questionnaire and returned it to the researcher. All tables report the results from the 42 returned questionnaires.

Table 1 presented the data for Question 1: Number of students enrolled as of October 1, 1980.

Table 1

Student Enrollment as of October, 1980

Enrollment	Number	Percent
Group 1: 242 - 531	2	4.8
Group 2: 550 - 802	7	16.7
Group 3: 816 - 1147	16	38.1
Group 4: 1156 - 2257	17	40.4*

*Includes 3 schools with more than 2257 students

Table 1 indicated that student enrollment in subjects' schools was, in the majority, in the larger Group 3 and Group 4 classification.

Table 2 presented the data for Question 2: Number of students enrolled as of October 1, 1981.

Table 2

Student Enrollment as of October 1981

Enrollment	Number	Percent
Group 1: 242 - 531	2	4.8
Group 2: 550 - 802	17	16.7
Group 3: 816 - 1147	16	47.6
Group 4: 1156 - 2257	17	31.0*

*Includes 1 school with more than 2257 students

Table 2 indicated that student enrollment in subjects' schools was, in the majority, in the larger Group 3 and Group 4 classifications. A comparison of Table 2 with Table 1 indicated that student enrollment for Group 1 and 2 did not change during the 1980-81 period. For schools in Group 3, however, there was a 9.5 percent increase in enrollment, while for schools in Group 4, there was a 9.4 percent decline in enrollment.

Table 3 presented the data for Questions 3 and 4. Percentage of student attendance for the 1980-81 school year. Percentage of student attendance for the 1981-82 school year.

Table 3 presented the data for both these questions so that a comparison could be made regarding attendance for the two different periods.

Table 3

Student Attendance for the 1980-81 and 1981-82 School Years

Average Percent of Student Population Present	1980-81 Percent	1981-82 Percent
96-95	14.3	28.6
94-93	31.0	38.1
92-91	19.0	14.3
90-89	19.0	9.5
88-87	4.8	7.1
86-85	9.5	-
84-83	2.4	2.4

Table 3 indicated that there were increases in school attendance during the two periods. In the highest percentage group, 95-96 percent, attendance virtually doubled from 14.3 percent to 28.6 percent. In the 93-94 percent group, attendance increased 7.1 percent. The declines in the lower attendance groups were reflected in the higher attendance groups. For example, in 1980-81, there was 9.5 percent attendance in the 85-86 percent group and virtually none in this group during the 1981-82 period. The declines in the 1981-82 for the 89-90 percent and 91-92 percent attendance groups were reflected in the higher 93-94 percent and 95-96 percent attendance groups.

Table 3A presented the level of significance for the two

school periods for school's attendance.

Table 3A

Significant Difference in Student Attendance for the 1980-81 and 1981-82 School Years

School Year	Mean	Standard Deviation	.01 Level of Significance
1980-81	91.3571	3.19727	
1981-82	92.7381	2.79208	
			7.95411

Table 3A indicated that there was a significant difference between the two school years: school attendance in 1981-82 significantly increased from the 1980-81 school period.

Table 4

Subjects Having an Attendance Policy for School Year 1981-82

Attendance Policy	Percent
Yes	100
No	-

Table 4 indicated that all subjects in the study had an attendance policy in effect for the school year 1981-82.

Table 5 presented the data for Question 5A: What was the maximum number of days a student could be absent without losing credit for a full year course (5 credits)?

Table 5

Maximum Days a Student Could be Absent Without Losing Course Credit

Number of Days	Percent
20	21.4
18	14.3
15	9.5
12	9.5
10	7.1
16	7.1
17	4.8
30	4.8
8	2.4
9	2.4
13	2.4
14	2.4
24	2.4
47	2.4
No maximum	2.4
No answer	4.8

Table 5 indicated that subjects' schools had a variety of maximum days a student could be absent without losing credit for a course. The highest percentage of subjects had 20 days before a student lost credit.

Table 6 presented the data for Question 5B: Does your attendance policy include an appeals panel?

Table 6

Subjects with Attendance Policy Including an Appeals Panel

Appeals Panel	Percent
Yes	100
No	-

Table 6 indicated that virtually all the subjects had attendance policies including appeals panel.

Table 7 presented the data for Question 6 and 7: Percent of student drop-out during the 1980-81 school year. Percent of student drop-out during the 1981-82 school year.

Table 7 presented the data for both these questions so that a comparison could be made regarding drop-out rates for the two different school years.

Table 7

Drop-out Rates for School Years 1980-81 and 1981-82

Table 7 (cont.)

Drop-out Rate Percent	1980-81 Percent	1981-82 Percent
Less than 1	19	26.2
1	19	11.9
1.2	4.8	-
1.3	-	2.4
1.7	2.4	-
1.8	-	2.4
2	16.7	16.7
2.1	2.4	-
2.5	2.4	4.8
2.8	-	2.4
3	2.4	7.1
4	2.4	-
4.3	2.4	-
4.5	2.4	2.4
4.6	2.4	-
4.8	2.4	-
5	7.1	7.1
5.2	-	2.4
6	2.4	-
6.8	-	2.4
7.7	-	2.4
8	2.4	2.4

Table 7 (cont.)

Drop-out Rate Percent	1980-81 Percent	1981-82 Percent
8.4	2.4	-
10	4.8	4.8
17	-	2.4

Table 7 indicated that the drop-out rate increased for the less than 1 percent group during the two school years, from 19 percent in 1980-81 to 26.2 percent in 1981-82. There was an increase in drop-outs in the 3 percent category, however, from 2.4 percent in 1980-81 to 7.1 percent in 1981-82. The other drop-out rates appeared to be constant during the two school years.

Table 7A presented the level of significance for the two school periods for drop-out rates.

Table 7A

Non-Significant Difference in Student Drop-out Rates for the 1980-81 and 1981-82 School Years

School Year	Mean	Standard Deviation	.01 Level of Significance
1980-81	1.75	1.84744	
1981-82	1.75	1.48177	
			0

Table 7A indicated that there was no significant difference in drop-out rates between the two school years.

Table 8 presented the data for Question 8 and 9: Number of suspensions for the 1980-81 school year. Number of suspensions for the 1981-82 school year.

Table 8 presented the data for both these questions so that a comparison could be made regarding suspension rates for the two different school years.

Table 8

Suspensions for School Years 1980-81 and 1981-82

Suspensions Number	1980-81 Percent	1981-82 Percent
0 to 25	4.8	7.1
26 to 50	9.5	4.8
51 to 75	11.9	28.6
76 to 100	19.0	11.9
101 to 125	7.1	7.1
126 to 150	9.5	4.8
151 to 175	7.1	-
176 to 200	4.8	7.1
More than 200	23.8	28.6
No answer	2.4	-

Table 8 indicated that there were increases during the two school years for both high and low suspension categories. There

was an increase, from 4.8 percent in 1980-81 to 7.1 percent in 1981-82 for suspensions in the 0 to 25 group. There was 11.9 percent in 1980-81 to 28.6 percent in 1981-82. There was another increase for the 176 to 200 suspension group - from 4.8 percent in 1980-81 to 7.1 percent in 1981-82; and there was another increase in the more than 200 suspensions group - from 23.8 percent in 1980-81 to 28.6 percent in 1981-82.

Table 8A presented the level of significance for the two school periods for suspensions.

Table 8A

Non-Significant Differences in Student Suspensions for the 1980-81 and 1981-82 School Years

School Year	Mean	Standard Deviation	.01 Level of Significance
1980-81	10.8333	6.52111	
1981-82	11.1111	10.3907	
			.11028

Table 8A indicated that there was no significant difference in suspensions between the two school years.

Table 9 presented the data for Questions 10 and 11: Number of expulsions for the school year 1980-81. Number of expulsions for the school year 1981-82.

Table 9A presented the data for both these questions so that a comparison could be made regarding expulsions for the two different school years.

Table 9

Expulsions for School Years 1980-81 and 1981-82

Expulsions Number	1980-81 Percent	1981-82 Percent
0	88.1	83.3
1	2.4	11.9
2	4.8	-
3	2.4	2.4
4	2.4	2.4

Table 9 indicated that there was a slight increase in expulsions during the school year 1981-82. The decline in no expulsions was reflected in the increase in the group having 1 expulsion: from 2.4 percent in 1980-81 to 11.9 percent in 1981-82.

Table 9A presented the level of significance for the two school periods for student expulsions.

Table 9A

Non-Significant Differences in Expulsions for the 1980-81 and 1981-82 School Years

School Year	Mean	Standard Deviation	.01 Level of Significance
1980-81	20.2	38.0721	
1981-82	20	35.6792	
			.00766066

Table 9A indicated that there was no significant difference in expulsions between the two school years.

Table 10 presented the data for Question 12: On the Minimum Basic Skill test for 1980-81, how did your students perform compared with the results of the M.B.S.T. for 1981-82?

Table 10

Comparison of Minimum Basic Skill Test for 1980-81 and 1981-82

Result of Test	Percent
Increase	78.6
Same	19.0
Decrease	-
No answer	2.4

Table 10 indicated that a large percentage of the subject schools, 78.6 percent increased test results. In fact, not one subject reported that his school had a decrease in test results from the previous school year.

Table 11 presented the data for Question 14: Percent of students receiving public assistance through welfare payments.

Question 13 was eliminated from tabulation of response due to researcher error.

Table 11

Students Receiving Public Assistance
Through Welfare Payments

Percent of Students	Percent of Subject Schools
0 to 5	57.1
6 to 10	21.4
11 to 18	7.1
19 to 25	4.8
More than 25	2.4
No answer	7.1

Table 11 indicated that 57.1 percent of the subject schools had 0 to 5 percent of their students receiving public assistance. The majority of subject schools, then, had a small percentage of their students receiving public assistance.

Table 12 presented the data for Question 15: Percent of students receiving social security benefits for dependent children.

Table 12

Students Receiving Social Security Benefits

Percent of Students	Percent of Subject Schools
0 to 5	71.4
6 to 10	21.4
More than 10	2.4
No answer	4.8

Table 12 indicated that the majority of subject schools, 71.4 percent, had 0 to 5 percent of their students receiving social security benefits.

Table 13 presented the data for Question 16: In your opinions, there is a correlation between your drop-out and your attendance policy.

Table 13

Subjects' Opinions Concerning Correlation Between Drop-outs and Attendance Policy

Opinion	Percent
Strongly agree	4.8
Agree	45.2
Not sure	9.5
Disagree	38.1
Strongly disagree	2.4

Table 13 indicated that there was little consensus of opinion on this question. A total of 50 percent of the subjects agreed that there is a correlation between drop-out rates and their attendance policy while a total of 40.6 percent did not believe that this correlation existed. Thus, almost 10 percent more of the subjects believed that there was such a correlation than that no correlation existed.

Table 14 presented the data from Question 17: In your opinion, there is a correlation between the increased number of suspensions and your attendance policy.

Table 14

Subjects' Opinions Concerning Correlation Between Increased Number of Suspensions and Their Attendance Policy

Opinion	Percent
Strongly agree	-
Agree	23.8
Not sure	14.3
Disagree	26.2
Strongly disagree	14.3
No increase in suspensions	21.4

Table 14 indicated that more subjects did not believe that there was a correlation between suspensions and their attendance policy than did believe such a correlation existed. A total of 40.5 percent disagreed with this statement while 23.8 percent agreed.

Table 15 presented the data for Question 18: In your opinion, there is a correlation between the decreased number of suspensions and your attendance policy.

Table 15

Subjects' Opinions Concerning Correlation Between Decreased Number of Suspensions and Their Attendance Policy

Opinion	Percent
Strongly agree	4.8
Agree	19.0
Not sure	16.7
Disagree	26.2
Strongly disagree	7.1
No decrease in suspensions	19.0
No answer	7.1

Table 15 indicated that more subjects did not believe that there was a correlation between the decreased number of suspensions and their attendance policy than did believe such a correlation existed. A total of 23.8 percent agreed with this statement while a total of 33.3 percent disagreed with this statement.

Table 16 presented the data for Question 19: In your opinion, there is a correlation between the number of activities available for students and their willingness to regularly attend school.

Table 16

Subjects' Opinions Concerning Correlation Between Number of Students Activities and School Attendance

Opinion	Percent
Strongly agree	23.8
Agree	50.0
Not sure	7.1
Disagree	19.0
Strongly disagree	

Table 16 indicated that a high percentage of subjects believed that there was a correlation between the number of student activities available and regular school attendance. A total of 73.8 percent agreed with this statement while only 19 percent disagreed.

Table 17 presented the data for Question 20: In your opinion, there is a correlation between the increase in test scores and your attendance policy.

Table 17

Subjects' Opinions Concerning Correlation Between Increase in Test Scores and Their Attendance Policy

Opinion	Percent
Strongly agree	2.4

Table 17 (cont.)

Subjects' Opinions Concerning Correlation Between Increase in Test Scores and Their Attendance Policy

Opinion	Percent
Agree	50.0
Not sure	23.8
Disagree	19.0
Strongly disagree	-
No increase	4.8

Table 17 indicated that a high percentage of subjects believed that there was a correlation between the increase in test scores and their attendance policy. A total of 72.4 percent agreed with this statement while 19 percent disagreed with this statement.

Table 18 presented the data for Question 21: Is it your opinion that there is a correlation between the decrease in test scores and your attendance policy.

Table 18

Subjects' Opinions Concerning Correlation Between Decrease in Test Scores and Their Attendance Policy

Opinion	Percent
Strongly agree	-

Table 18 (cont.)

Subjects' Opinions Concerning Correlation Between Decrease in Test Scores and Their Attendance Policy

Opinion	Percent
Agree	-
Not sure	11.9
Disagree	35.7
Strongly disagree	11.9
No decrease	31.0
No answer	9.5

Table 18 indicated that no subject believed that there was a correlation between the decrease in test scores and their attendance policy. Not one subject agreed with this statement while a total of 47.6 percent disagreed with this statement. Almost one-third of the sample, 31 percent, stated that their schools had no decrease in test scores.

Table 19 presented the data from Question 22: In your opinion, the attendance policy is effective in increasing attendance.

Table 19

Subjects' Opinions Concerning Attendance Policy's Effectiveness in Increasing Attendance

Opinion	Percent
Strongly agree	54.8
Agree	45.2
Not sure	-
Disagree	-
Strongly disagree	-

Table 19 indicated that every subject believed that their attendance policy was effective in increasing attendance in their schools.

Table 20 presented the data for Question 23: Is it your opinion that the attendance policy will decrease enrollment?

Table 20

Subjects' Opinion Concerning Their Attendnace Policy and Decreasing Enrollment

Opinion	Percent
Strongly agree	-
Agree	19.0
Not sure	16.7

Table 20 (cont.)

Subjects' Opinion Concerning Their Attendance Policy and Decreasing Enrollment

Opinion	Percent
Disagree	38.1
Strongly disagree	26.2

Table 20 indicated that more subjects disagreed that their attendance policy would decrease enrollment than subjects agreed with this statement. A total of 64.3 percent disagreed that their policies would decrease enrollment while 19 percent agree with this statement.

Table 21 presented the data for Question 24: In your opinion, your teachers feel the attendance policy enhances their job security because more students will be compelled to repeat courses.

Table 21

Subjects' Opinions Concerning Teacher Job Security and Attendance Policy

Opinion	Percent
Strongly agree	-
Agree	2.4
Not sure	16.7
Disagree	57.1
Strongly disagree	23.8

Table 21 indicated that a high percentage of subjects disagreed with this statement. A total of 80.9 percent disagreed that teachers feel the attendance policy enhances their job security because more students will be compelled to repeat courses while only 2.4 percent agreed with this statement.

Table 22 presented the data for Question 25: In your opinion, your teachers feel the attendance policy endangers their job security because it increases the number of drop-outs.

Table 22

Subjects' Opinions Concerning Teacher Perceptions of Attendance Policy Increasing Drop-out Rates and Their Job Security

Opinion	Percent
Strongly agree	-
Agree	-
Not sure	11.9
Disagree	57.1
Strongly disagree	31.0

Table 22 indicated that a high percentage of subjects disagreed with this statement. A total of 88.1 percent disagreed that teachers feel the attendance policy endangers their job security because it increases the number of drop-outs. Not one subject agreed with this statement.

Table 23 presented the data for Question 26: In your opinion, your teachers feel the attendance policy gives them more clout in dealing with students.

Table 23

Subjects' Opinions Concerning Teachers Perceptions of Attendance Policy Giving Them More Clout in Dealing with Students

Opinion	Percent
Strongly agree	26.2
Agree	71.4
Not sure	-
Disagree	2.4
Strongly disagree	-

Table 23 indicated that a very high percentage of subjects believed that teachers see the attendance policy giving them more clout with their students. A total of 97.6 percent agreed with this statement while only 2.4 percent disageed with this statement.

Table 24 presented the data for Question 27: In your opinion, your teachers feel the attendance policy has taken some flexibility away from them in the grading process.

Table 24

Subjects' Opinions Concerning Teachers Perceptions of Attendance Policy Taking Flexibility Away in the Grading Process

Opinion	Percent
Strongly agree	-
Agree	21.8
Not sure	4.8
Disagree	54.8
Strongly disagree	19.0

Table 24 indicated that a high percentage of subjects did not believe that the attendance policy made teachers perceive that they had some flexibility taken away from them in the grading process. A total of 73.8 percent disagreed that teachers would have such perceptions while 21.4 percent agreed that teachers perceived that they had lost some flexibility.

Table 25 presented the data for Question 28: In your opinion, your teachers feel the attendance policy is supportive of the education process.

Table 25

Subjects' Opinions Concerning Teacher Perceptions of Attendance Policy Supportive of the Education Process

Opinion	Percent

Table 25 (cont.)

Subjects' Opinions Concerning Teacher Perceptions of Attendance Policy Supportive of the Education Process

Opinion	Percent
Strongly agree	54.8
Agree	45.2
Not sure	-
Disagree	-
Strongly disagree	-

Table 25 indicated that every subject believed that teachers perceive the attendance policy as being supportive of the education process. Every subject agreed with this statement.

Table 26 presented the data for Question 29: In your opinion, your teachers feel the attendance policy makes more students come to class and therefore, they have more discipline problems.

Table 26

Subjects' Opinions Concerning Teacher Perceptions of Attendance Policy and Student Discipline Problems

Opinion	Percent
Strongly agree	-
Agree	2.4

Table 26 (cont.)

Subjects' Opinions Concerning Teacher Perceptions of Attendance Policy and Student Discipline Problems

Opinion	Percent
Not sure	9.5
Disagree	50.0
Strongly disagree	38.1

Table 26 indicated that a very high percentage disagreed that teachers feel the attendance policy makes more students come to class and therefore they have more discipline problems. A total of 88.1 percent disagreed with this statement while only 2.4 percent agreed with this statement.

Summary of Results

1. The majority of the responding schools were in the larger enrollment classification of Groups 3 and 4, as of October, 1980.

2. The majority of the responding schools were in the larger enrollment classification of Groups 3 and 4, as of October, 1981.

3. Student attendance from 1980-81 to 1981-82 increased in the highest attendance groups. Generally, the declines in the lower attendance groups meant that attendance increased in 1981-82, creating greater incidence in the higher attendance percentage groups. A t-test to determine if significant differences in school attendance took place during the two school years

indicated that there was a significant difference - school attendance had significantly increased in the 1981-82 school year.

4. All subject schools had an attendance policy in effect for the school year, 1981-82.

5. Subject schools had a wide range of the number of days students could be absent without losing course credit. The most frequently mentioned number of days was 20 days.

6. All subject schools had attendance policies including an appeals panel.

7. Drop-out rates in subject schools increased for the less than 18 percent group during the 1980-81 and 1981-82 school years. There was a slight increase in the 3 percent drop-out rate, however, all other drop-out rates appeared to be fairly constant during the two school years. A t-test to determine if significant differences in drop-out rates took place during the two school years indicated that there was no significant difference between the two school years in drop-out rates.

8. Suspension rates in subject schools increased in both highest and lowest percentage groups. A t-test to determine if significant differences in suspensions rates took place during the two school years indicated that there was no significant difference between the two school years in suspension rates, however.

9. Expulsion rates in subject schools experienced a slight increase during the school year 1981-82. However, a t-test indicated that there was no significant difference in expulsion rates for the two school years.

10. The majority of subject schools reported an increase in Minimum Basic Skill Test scores during the school years, 1980-81 and 1981-82.

11. Subject schools had a low percentage of students receiving public assistance through welfare payments: the majority of subject schools stated that they had 0 to 5 percent receiving public assistance.

12. Subject schools had a low percentage of students receiving social security benefits: the majority of subject schools stated that they had 0 to 5 percent receiving such benefits.

13. Subject schools had little agreement on the question of whether there is a correlation between drop-out rates and attendance policy: a total of 50 percent of the subjects believed that such a correlation existed while a total of 40.6 percent did not see such a correlation.

14. More subjects did not believe that there was a correlation between incurred suspensions and their attendance policy than did believe that such a correlation existed: a total of 23.8 percent believed and a total of 40.5 percent did not believe.

15. More subjects did not believe that there was a correlation between the decreased number of suspensions and their attendance policy than did believe such a correlation existed: a total of 23.8 percent believed and a total of 33.3 percent did not believe.

16. The majority of subjects believed that there was a correlation between the number of student activities available and regular school attendance.

17. The majority of subjects believed that there was a correlation between the increase in test scores and their attendance policy.

18. Not one subject believed that there was a correlation between the decrease in test scores and their attendance policy.

19. Every subject school believed that its attendance policy was effective in increasing attendance.

20. The majority of subject schools stated that their attendance policies would not decrease enrollment.

21 The majority of the subject schools stated that they did not believe teachers perceived the attendance policy as enhancing their job security because students would be required to repeat courses.

22. The majority of subject schools stated that they did not believe teachers perceived the attendance policy as endangering their job security because it increased the number of drop-outs.

23. The majority of subject schools stated that they believed teachers perceived the attendance policy as giving them more clout with students.

24. The majority of subject schools stated that they did not believe teachers perceived the attendance policy taking some flexibility away from them in the grading process.

25. Every subject stated that teachers perceived the attendance policy as being supportive of the education process.

26. The majority of subject schools stated that they did not believe teachers perceived the attendance policy as a method of making more students come to class and thus having more discipline problems.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The state mandate to have an attendance policy, legislated for 1981, was an effort to require students to attend school regularly. The thinking was that if students attend school regularly they would benefit from school instruction and acquire skills, knowledge, and competencies which would allow them to effectively participate, upon graduation, in this complex society. In addition, social and emotional development would be enhanced through peer interactions and cooperative student activities.

There is, however, some evidence in the literature to suggest otherwise. Those students who do not want to attend school will either drop-out legally, or in effect, and become disruptive in the classroom. Many schools have responded to this increased disruption by creating alternative schools which isolate these students into mini-schools, away from students who want to learn and teachers who are impeded from instruction by disruptive students. The conclsuions drawn by various writers in the research literature are that students who are not motivated to attend school are not motivated to learn and these students will express their resentment and hostility against the school by disrupting the classroom.

The student may benefit in yet another way from the support

of his peer group; he derives strength, self-esteem, self-confidence and develops character. Years ago, a student was forced for economic reasons to leave the school setting and become part of the work force due to family financial needs. Now there are no readily available jobs for the unschooled teenager. The student who leaves school does not join the work force but rather, joins the ranks of the unemployed breaking down self-esteem, self-confidence and character which may have been nurtured in the school setting. In general it would seem that in today's society the length and the quality of education had increased and, too, education is no longer the realm of the few but rather through the mass media a much larger part of society is involved. Social change has become entwined with educational change to make the transition from school to the outside world more difficult for the student before the prescribed time set forth by the educational hierarchy.

It is important, then, to investigate whether or not attendance policies do increase attendance, academic achievement, or the drop-out rate. Are attendance policies achieving the goals they are meant to achieve, are they negating basic assumptions about regular school attendance?

The purpose of the present study was to examine whether or not the mandate of the state of New Jersey had in fact increased school attendance, academic performance measured by the Minumum Basic Skill Test, or student drop-out rates.

A total of 114 schools were randomly selected from a strati-

fied sample of schools with varying student enrollments. A total of 42 questionnaires were completed and returned to this researcher from this sample group; these 42 subject schools served as the study's sample. The principals of the schools responded to the questionnaires.

The results of the study indicated that the attendance policy had increased attendance from 1980-81 to 1981-82 and that this increase was significant; had increased test scores during those two periods, and contributed to some changes in the drop-out rate: although the differences in drop-out rates were not significant, there was a change from the 1 percent drop-out rate to less than 1 percent, and an increase from the 2.4 percent in 1980-81 to 7.1 percent in 1981-82. All other drop-out rates, however, appeared to remain fairly constant.

Conclusions

Hypothesis one stated: The New Jersey State mandate to local public school districts with secondary schools to develop and implement attendance policies as of September 1, 1981, has had no significant effect on pupil attendance.

The results of the study rejected this hypothesis. The results indicated that there was a significant difference in school attendance in 1981-82 over the 1980-81 school year. The results indicated that the highest percentage of attendance, 95-96 percent, virtually doubled from 1980-81 to 1981-82, from 14.3 percent to 28.6 percent. The decline in the lower attendance groups were reflected in the increase in the higher attendance groups

during the two school years.

In addition, virtually all subjects agreed that the attendance policy was effective in increasing attendance: 54.8 percent of the subjects strongly agreed and 45.2 percent agreed.

Hypothesis two stated: The New Jersey mandate to local public school districts with secondary schools to develop and implement attendance policies as of September 1, 1981, had had no significant effect on student drop-out rates.

This hypothesis was supported. There was no significant difference in drop-out rates between 1980-81 and 1981-82. There were, however, slight differences: there was a decrease in the drop-out rate in the 1 percent rate and an increase in the less than 1 percent rate, suggesting the effectiveness of the attendance policy. The subject schools had so many different drop-out rates for the two school years that significant notable increases or decreases were difficult to ascertain. The only notable increase was in the 3 percent rate which went from 2.4 percent in 1980-81 to 7.1 percent in 1981-82.

When asked if there was a correlation between drop-out rates and attendance policy, the subjects were not in agreement. A total of 50 percent of the subjects agreed that there was such a correlation, but a total of 40.6 percent disagreed that there was a correlation.

Hypothesis three stated: The New Jersey mandate to local public school districts with secondary schools to develop and implement attendance policies as of September 1, 1981, has had no significant effect on pupil performance.

This hypothesis was rejected. The results of the study

indicated that test scores, as measured by the Minimum Basic Skills Test, increased from 1980-81 to 1981-82. Not one subject reported a decrease in test scores during the two school periods: 19 percent of the subjects reported that scores had remianed the same.

Furthermore, in the opinion of the subjects, the increases in test scores was associated with the attendance policy, and any decrease in test scores were not associated with the attendance policy.

In sum, the subject perceived that attendance and academic performance had increased because of their attendance policy. A slight increase in the lower drop-out rates could also be related to their attendance policy.

In addition, the subjects perceived that the attendance policy demonstrated to teachers that it was an effort to be supportive of the education process, and a means to enable them to have more clout with students. The subjects did not think the attendance policy had any negative effects on teachers, such as making them feel that their job security was endangered because the number of drop-outs might increase, or that their job security would be enhanced because students would be required to repeat courses, or that they would have less flexibility in the grading process, or that the attendance policy would increase the number of disruptive students in class.

The subjects did not see a relationship between increased or decreased suspensions and attendance policies. The data indicated that there was no significant difference in suspension rates for the two school years.

Regarding expulsions, there was no significant difference in expulsion rates between the two school years. There was, however, a slight increase in 1981-82 from 1980-81; the decrease in no expulsions was reflected in the increase in the group having 1 expulsion, from 2.4 percent in 1980-81 to 11.9 percent in 1981-82.

The subject schools in this study were of large enrollment rather than small enrollment: a comparison of student enrollment for the two school years indicated that the two smaller enrollment classifications did not experience any change, but for Group 3 schools, there was a slight increase while for schools in Group 4, there was a slight decrease.

Additionally, the subject schools had very low percentages of low socio-economic students, those receiving public assistance through welfare payments or social security benefits.

The drop-out rates during the two school years were low, for the most part. All but 2 subject schools had drop-out rates under 10 percent for both school years, and only 1 subject school had a higher rate, 17 percent. Thus, it is difficult to evaluate the impact of attendance policies and drop-out rates because the rates were not significant in the first place.

Generally, the attendance policy was viewed with positive effects. The subjects were of the opinion that attendance and academic performance had increased as a result of the attendance policy and that was the intention of the mandate. The uncertain findings concerning the drop-out rate might be due to the low drop-out rates of the subjects' schools in the first place, and other factors not measured in the study. For example, economic

factors in a recessionary economy could have induced some students to leave school. However, the increase in the lowest percentage category, less than 1 percent could be taken as a positive sign.

In sum, the subjects appeared to perceive that the attendance policy had beneficial effects on their students, their teachers, and their schools.

As previously mentioned, the subject schools in this study did not have a large percentage of students receiving public assistance or social security benefits. It can therefore be assumed that the majority of schools were in middle to high socio-economic areas. The low drop-out rates of the subject schools might partly be attributed to the values and expectations concerning schooling in these areas. Schools in the inner cities, where parents have low incomes and families are on public assistance, have drop-out rates approaching 20 percent or higher. The slight affect that the attendance policy examined in this study had on the drop-out rate might be attributed to the low rate themselves.

The student attendance rates for the school years studied were consistent with school attendance in the middle to high socio-economic areas. For example, in 1980-81, a total of 16.7 percent of the subject schools reported attendance below 89 percent; for 1981-82, a total of 9.5 percent was reported for below 89 percent attendance. Thus, the subject schools had high attendance before the mandated attendance policy in 1981; the slight increase in attendance for 1981-82 could be attributed to the attendance policy, as well as other factors not examined in this study. Any changes

in attendance due to an attendance policy would be less than dramatic because attendance was high without the attendance policy.

The increase for both high and low suspension rates is more difficult to justify. There was an increase in 1980-81 to 1981-82, for suspensions in the 0 to 25 group: from 4.8 percent to 7.1 percent. There was another increase for the 51 to 75 suspension group: from 11.9 percent in 1980-81 to 28.6 percent in 1981-82; another increase for the 176 to 200 suspension group, from 4.8 percent in 1980-81 to 7.1 percent in 1981-82; another increase in the more than 200 suspension group, from 23.8 percent in 1980-81 to 28.6 percent in 1981-82.

The suspension increase could be attributed to the increased attendance of disorderly students due to the attendance policy. However, the majority of subjects did not believe that either an increase or decrease in suspensions was associated with an attendance policy. Other factors, not measured in this study, could have influenced higher suspension rates, such as administrative policies or stricter teachers.

The expulsion in the subject schools were generally for the two school years. The majority of subject schools had no expulsions during the two periods: 88.1 percent had no expulsions during the 1980-81 year and 83.3 percent during the 1981-82. However, there was an increase in subject schools which had 1 expulsion: 2.4 percent in 1980-81 and 11.9 percent during 1981-82. This increase could be attributed to the increased number of disruptive students in school due to the attendance policy, however,

having 1 expulsion in a school is hardly indicative of a disruptive student population. The low rate of expulsions for both school years suggested that the subject schools either had policies which dealt with disruptive students by other means, or that students did not warrant such action.

The indication that attendance increased from 1980-81 and 1981-82, and test scores increased during this period could be a reflection of the attendance policy, which for the first time in the state, had specific components.

Recommendations

1. The results of this study should be compared with studies of this kind conducted in other geographic areas. Studies of schools in states where attendance policies have been instituted should be compared with the present one to determine the impact of these policies on attendance, academic performance, and drop-out rates.

2. The results of this study should be compared with studies of this kind conducted in other socio-economic areas. Schools in inner city areas consistently have high drop-out rates, low test scores, and poor attendance. When attendance policies are instituted in these schools, studies have indicated that there is an increase in the drop-out rate. Rather than attend school and be failed for nonattendance, the students in these areas would rather drop-out entirely. Or, when forced to attend, the students respond negatively and become a disruptive influence on the class,

forcing schools to create school programs which isolate these students from other students. The true test of an attendance policy would come in a school where the attendance rate was low before the policy was implemented, and where drop-out rates were high.

3. There appears to be a great need for more research to determine why students drop-out of school and if attendance policies do, in fact, influence decrease or increase in drop-out rates. Many educators and administrators view attendance policies as a panacea, but the literature suggests otherwise. When students drop out of school, they have difficulty finding jobs because they lack skills. In a recessionary economy, jobs are scarce even for those with skills and experience. Social problems, such as delinquency, crime, drug and alcohol abuse are associated with drop-outs, and are a great economic burden on society. The question as to whether or not attendance policies are the answer must be found because designing and implementing alternative programs for disruptive students is expensive for school districts and time-consuming. Other solutions will have to be found and the only way they can be found is through research efforts for program design and evaluaion.

4. The sample for this study was only 42 schools. Studies using much larger samples should be conducted in order to serve as a basis for comparison with the present study. Some insight would be gained into the relationship between attendance policies and attendance, academic performance, and drop-out rates.

APPENDIX A

Letter to New Jersey secondary school principals requesting a copy of their attendance policy.

November 23, 1982

Dear Colleague:

I am collecting New Jersey public school attendance policies which were used for the 1981-82 school year. These policies will be used in a study of newly developed attendance policies as mandated by the New Jersey State Board of Education.

A part of the study will compare local policies, from the very conservative to the very liberal. The completed study will analyze the effects of the mandated attendance policies on attendance, drop-out rate, student behavior and achievement. This research is being done for a dissertation in partial fulfillment of the doctoral program.

Please send a copy of your district attendance policy in the enclosed, stamped envelope, prior to December 15, 1982. If you would like to receive a summary of the variety of policies used throughout the state or a summary of the final research, please print or type your name and address on your policy.

Thank you in advance for your cooperation.

Sincerely yours,

Peter J. Clivieri

PJO/fs

enc.

APPENDIX B

Letter to New Jersey secondary school principals requesting them to complete a questionnaire.

Dear Colleague:

As a fellow high school principal, perhaps you share a common concern with others to whom I've spoken. It seems that many of us are concerned about the New Jersey State Board of Education's mandate of district attendance policies.

The attached questionnaire is designed for us, the New Jersey high school principals, to address the issues of attendance, drop-out rate, student behavior and achievement as they relate to our newly developed attendance policies. The results of this study will provide criteria to be used in modifying our present policies. I am particularly eliciting responses from principals because it is the principal who lives with the policy.

Will you please complete the enclosed questionnaire prior to December 15, 1982, and return it in the enclosed, stamped envelope.

This study is being done for a dissertation in partial fulfillment of a doctoral program. I am planning to send all of the participants a summary of the results.

Thank you very much for your cooperation.

Sincerely yours,

Peter J. OLivieri

PJO/fs

enc.

APPENDIX C

Questionnaire

Questionnaire Concerning Attendance Policy

1. Number of students enrolled as of October 1, 1980. (please place number on line)

   Answer _____.

2. Number of students enrolled as of October 1, 1981. (please place number on line)

   Answer _____

3. Percentage of student attendance for the 1980-81 school year. (circle one number)

   1. 96%-95%
   2. 94%-93%
   3. 92%-91%
   4. 90%-89%
   5. 88%-87%
   6. 86%-85%
   7. 84%-83%
   8. Other_____ specify

4. Percentage of student attendance for the 1981-82 school year. (circle one number)

   1. 96%-95%
   2. 94%-93%
   3. 92%-91%
   4. 90%-89%
   5. 88%-87%
   6. 86%-85%
   7. 84%-83%
   8. Other_____ specify

5. Did your school have an attendance policy in effect for the school year 1981-82? (check one)

   Yes _____ No _____

   If yes answer A & B

   A. What was the maximum number of days a student could be absent without losing credit for a full year course (5 credits)?

   _____ specify number

   B. Does your attendance policy include an appeals panel?

   _____ yes _____ no

6. Percent of student drop-out during the 1980-81 school year.

   _____ specify percent

7. Percent of student drop-out during the 1981-82 school year.

   _____ specify percent

8. Number of suspensions for the 1980-81 school year. (circle one letter)

   a. 0 to 25
   b. 26 to 50
   c. 51 to 75
   d. 76 to 100
   e. 101 to 125
   f. 126 to 150
   g. 151 to 175
   h. 176 to 200
   i. More than 200

   _____ specify number

9. Number of suspensions for the 1981-82 school year.

   a. 0 to 25
   b. 26 to 50
   c. 51 to 75
   d. 76 to 100
   e. 101 to 125
   f. 126 to 150
   g. 151 to 175
   h. 176 to 200
   i. More than 200

   _____ specify number

10. Number of expulsions for the school year 1980-81.

    _____ specify number

11. Number of expulsions for the school year 1981-82.

    _____ specify number

12. On the Minimum Basic Skill test for 1981-82 how did your students perform compared with the results of the M.B.S.T. for 1980-81. (circle one)

    A. Increase
    B. Same
    C. Decrease

13. Your High School is located in a: (circle one number)

    1. Rural Area
    2. Urban Area
    3. Inner City Area

14. Percent of students receiving public assistance through welfare payments:

    1. 0% to 5%
    2. 6% to 10%
    3. 11% to 18%
    4. 19% to 25%
    5. More than 25%

15. Percent of students receiving Social Security benefits for dependent children: (circle one number)

    1. 0% to 5%
    2. 6% to 10%
    3. More than 10%

16. In your opinion there is a correlation between your dropout and your attendance policy.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

17. In your opinion there is a correlation between the increased number of suspensions and your attendance policy.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree
    6. No increase in suspensions

18. In your opinion there is a correlation between the decreased number of suspensions and your attendance policy.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree
    6. No decrease in suspensions

19. In your opinion there is a correlation between the number of activities available for students and their willingness to regularly attend school.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

20. In your opinion there is a correlation between the increase in test scores and you attendance policy.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

21. Is it your opinion that there is a correlation between the decrease in test scores and your attendance policy. (circle one number)

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree
    6. No decrease

22. In your opinion the attendance policy is effective in increasing attendance.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

23. Is it your opinion that the attendance policy will decrease enrollment.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

24. In your opinion your teachers feel the attendance policy enhances their job security because more students will be compelled to repeat courses.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

25. In your opinion your teachers feel the attendance policy endangers their job security because it increases the number of drop-outs.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

26. In your opinion your teachers feel the attendance policy gives them more clout in dealing with students.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

27. In your opinion your teachers feel the attendance policy has taken some flexibility away from them in the grading process. (circle one number)

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

28. In your opinion your teachers feel the attendance policy is supportive of the education process.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

29. In your opinion your teachers feel the attendance policy makes more students come to class and therefore they have more discipline problems.

    1. Strongly Agree
    2. Agree
    3. Not sure
    4. Disagree
    5. Strongly disagree

If you would like a copy of the study, please complete form. Thank you again for your cooperation.

Name

School

Address

Zip Code

APPENDIX D

Sample Attendance Policies

SAMPLE 30

Any youngster who fails to attend 165 days of school within any academic year shall be subject to an administrative review by the principal of his/her school before the student can be considered for course credit or promotion regardless of grades. The following individuals may assist the principal in the administrative review: Administrators, teachers, parents guardians, students and other school personnel such as guidance counselors, child study team members, etc.

SAMPLE 15

Attendance Policy

GENERAL

THE PRIME RESPONSIBILITY FOR STUDENT ATTENDANCE RESTS WITH THE STUDENT AND THE PARENTS. THE SCHOOL WILL ASSIST AS FAR AS POSSIBLE. HOWEVER, PARENTS AND STUDENTS ARE REMINDED THAT THEY MUST MEET THEIR RESPONSIBILITY RE: ATTENDANCE IN CLASS OR THE

1. Absence from a class by a student is either excused or unexcused.

2. Absence from class is considered excused for the following reasons:

   a. Personal illness

   b. Death in family

   c. Illness in family

   d. Quarantine

   e. Temporary lack of food, shelter or clothing

   f. Suspension

   g. Authorized school activites

   h. Religious or cultural holidays

   i. Other reasons approved by school administrator

   j. Excluded by school medical authorities

   Acceptable documentation must be provided by the student upon request of school authorities.

   Makeup assignments are to be offered by teachers for work missed during excused absences.

3. An absence from class is considered unexcused for the following reasons:

   a. Cutting

   b. Truancy

   c. Failure, upon request, to provide documentation necessary to classify an absence as excused.

SAMPLE 15 (cont.)

II. RULES

1. Any student who accrues more than 5 unexcused absences in a class during a marking period shall fail that class for the marking period.

2. Any student who accrues more than 25 unexcused absences in a class during a school year shall fail that class for the school year.

3. Any student who accrues more than 35 unexcused absences in a class during a school year shall not be allowed to make up that class in a summer school program and may be removed from that class.

The following actions will be taken in cases of marking period failures:

a. The teacher will notify the student and parent of the failure after the sixth absence.

b. The numerical grade assigned for a student who who have failed because of coursework will be his or her failing average.

c. The numerical grade assigned the failure will be a 67 if the student, excepting absence, would otherwise have had a passing grade.

The following action will be taken in cases involving a failure for the year:

a. The teacher will notify the student of the failure after the 26 unexcused absences.

b. The teacher will remind the student that if more than 35 unexcused absences accrue, the student may be removed from class.

c. The teacher will forward the names of all students who exceed 35 unexcused absences to the principal or his designated representative for appropriate administrative action.

1. Students over 16 years of age who are removed from classes because of absence will be taken off roll for the remainder of the school year.

SAMPLE 15 (cont.)

RULES (cont.)

2. The number of excused absences allowed shall be pro-rated for any student from another district who reports after the school has started. Transfer students from within the district continue their current attendance record.

3. A student or his parents may request an exemption by the Principal from the regulations concerning unexcused absence for cause. An appeal of the Principal's decision may be made to the Superintendent or his designated representative.

SAMPLE 19

Attendance Policy for a Full Year Course

1. Parents will be notified by the subject teacher of the first unexcused absence of the student from a regularly scheduled class.

   This notification will be followed by a letter to the parent from the individual teacher. A carbon copy of this letter will be sent to the appropriate house Principal.

2. For the second unexcused absence of a student, department chairpersons and teacher will meet with the student relative to his/her absence from class. This will be followed by a letter from the department chairperson. The department chairperson will be responsible for forwarding a copy of this discipline referral to the appropriate guidance counselor and house administrator. (White copy - chairperson; blue copy - guidance counselor; manila copy - house administrator.)

3. For the third unexcused absence from class, notification via discipline referral, will be made to the appropriate house administrator who will initiate a conference with the parent and student informing the parent that one additional unexcused absence will lead to the termination of the student's enrollment in the class. This will be followed by a letter from the appropriate house administrator.

4. For the fourth unexcused absence the parent and student will be notified by registered mail that the student has been dropped from the class and will be enrolled in a permanent study for the remainder of the semester. The student may choose a course in the second semester, providing space is available. He may also opt to repeat the course, if it is a half-year course, at the beginning of the second semester.

Attendance Policy for Quarter Year Course

1. FIRST CUT - Teacher notifies parent, department chairperson and vice-principal on form provided. Vice-principal contacts parent for conference with parents.

2. SECOND CUT - Teacher notifies department chairperson and vice-principal. Student is dropped from course. Vice-principal notifies parent that student is dropped from course.

SAMPLE 19 (cont.)

Attendance Policy for Half Year Course

1. FIRST CUT - Teacher notifies parent using form provided.

2. SECOND CUT - Teacher contact vice-principal and department chairperson on form provided. Vice-principal contacts parents for conference,

3. THIRD CUT - Student is dropped after teacher has contacted vice-principal and department chairperson. Vice-principal notifies parent of drop.

FOUR TARDIES EQUAL ONE UNEXCUSED ABSENCE - Follow procedure for unexcused absence to class.

Class Attendance

1. Upon notification to parent of termination of a course due to unauthorized absences, the parent may appeal to the office of the principal.

2. Students who have been dropped from a course and assigned to a study and fail to attend will be dealt with by the administration by whatever appropriate disciplinary action is necessary. This will be handled on an individual student basis.

3. Absence Excuses: Students are required following an absence to bring a note signed by their parent or guardian which must be submitted to all subject teachers. Failure to do so will bring about an unexcused absence.

4. Students must bring note in order to obtain the excused absence. Eighteen year old students may write their own notes.

SAMPLE 52

Attendance Policy

The Board of Education cannot condone nor permit absences from school for whatever reason and will not issue credit if maximum pupil attendance is not accomplished.

ABSENTEEISM

Loss of Course Credit:

Pupils missing over 12 school days (12 days--6.6% school year) for a year long course or six (6) school days for a semester course, will not have completed the course of study as prescribed and as such will not qualify to receive the assigned credit for the course.

Pupils missing more than twelve (12) school days in a school year, may register to complete the course requirements in the supplemental credit completion program.

Pupils missing more than thirty (30) school days in a school year, may arrange for tutorial instruction to qualify for the credit completion program.

APPEALS

The Board is cognizant of possible unforeseen factors which may create hardships relating to the operation of the attendance policy.

A) Petition for Hearing

A written petition for a hearing must be presented to the principal of the pupil's high school by the parent/guardian no later than five (5) school days after the receipt of notification of no-credit status.

Please be advised that any and all material to be considered as basis for an appeal at the end of each term must be delivered to the school upon request. No material will be considered that is not in the hands of the committee as of the deadline stipulated at the time of the request. Data must include documentation for all days absent, not just for those days in excess of the policy.

SAMPLE 52 (cont.)

B)Attendance Appeals Committee

In keeping with the dictates of fairness and procedural due process, a district wide attendance appeals committee will be established to hear cases brought by petition from parents/ guardians of affected pupils concerning non-credit status. The committee may excuse one or more absences for reasons of sickness, hardship, or other extenuating circumstances and shall consider the academic standing and course performance of the pupil in making its decisions.

1)The committee will be comprised of six (6) people serving a two (2) year period, from each of the following capacities:

High School Principal
Assistant Principal
Subject Supervisors (2)
Guidance Counselors (2)

C)Appeals Procedure

1)Appeals to the Superintendent of Schools relating to decisions of the attendance appeal committee must be in writing to the Superintendent of Schools within seven (7) school days of receipt of the attendance appeal committee's decision.

2)Appeals to the Board of Education relating the decision of the Superintendent of Schools must be made within ten (10) days of receipt of the Superintendent's decision.

3)Board of Education decisions may be appealed to the commissioner of Education.

EXCESSIVE ABSENCES

Pupils who during a school year miss over thirty (30) days of school, in a non-consecutive fashion, will be notified and also their parent/guardian, that a conference will be required with the high school principal within five (5) school days of such notification to determine the reasons for the absence. Pupils above the compulsory school age who during a school year miss over thirty (30) days of school, in a non-consecutive fashion will have notification mailed to them and the parent/ guardian that failing adequate explanation of absences in such conference, such pupils may be brought to the Board of Education for a hearing to consider exclusion from school if such recommendation is made by the Superintendent of Schools.

SAMPLE 52 (cont.)

CREDIT COMPLETION

The amount of time required for completion of credit programs for pupils who have reached no credit status will be based upon the relationship of the term grade and the total number of absences. The amount of time will correlate proportionately to the grade and days missed. The higher the grade, the fewer the days missed, the less time will be required for credit completion.

A) Competence/Absence

Time to be made up is assigned to each competence/absence category which represents a grouping of nine (9) days ranging from thirteen (13) to twenty-two (22) throughout thirty (30) days, less than thirteen (13) school days (under the policy) do not jeopardize their subject credit status. Pupils who are absent in excess of thirty days (30) (under the policy) will not be permitted to matriculate in the credit completion program unless they previously complete the designated tutorial program.

B) Credit Completion

The school will provide learning programs relevant to the concepts of the subject. Credit completion work must be accomplished in the provided program. If credit completion program is not accomplished, subjects will terminate as no credit and will be indicated as a drop from the course.

SAMPLE 34

Attendance Policy

1. Marking period 1 through 3

   1.1 Any student with three or more unexcused absences from a course in any marking period may be withdrawn failing from the course. Unexcused absences shall be defined as absences other than:

   1.1-1 Death in the family
   1.1-2 Medical excuse (doctor's note may be required)
   1.1-3 Religious holiday
   1.1-4 Quarantine
   1.1-5 Absences supported by the administration

   1.2 A student may be permitted to continue in the course or readmitted only after a conference with the teacher, parents, guidance counselor and supervisor or administrator.

2. Fourth/Last Marking Period

   2.1 Any student with three or more unexcused absences will receive an incomplete for the fourth or last marking period of the course.

   2.2 An incomplete can only be removed after a conference between the teacher, student, parents and counselor, and with the completion of any additionally assigned work.

   2.3 The conference and the additional work must be completed by June 30th, or within ten (10) school days after the completion of the course.

   2.4 Failure to comply will result in receving no credit for the course for the year.

3. Notification procedure:

   3.1 Cutting - Parents are to be contacted by the teacher as soon as possible following verification of an unexcused absence from class. A second unexcused absence will be reported to the supervisor who will then notify the student's parents personally. A third unexcused absence must be reported to a Vice Principal who will then contact the parent.

   3.2 Truancy - Absentee excuses will be randomly verified to insure their legitimacy. All truancies will be applied to this policy.

SAMPLE 70

Attendance Policy

A. Absences - Policy

Absences in excess of ten (10) days per year shall result in the loss of course credit. Once this limit has been reached, all credit for courses in progress shall be denied.

A student who has exceeded the ten (10) day policy shall, upon review and the recommendation of his/her teachers, guidance counselor, and the building Administrator, may be returned to his/her district school.

Absences attributable to truancy or to reasons judged unacceptable by the Principal or his/her designee shall be considered "Unexcused" absences.

Absences due to religious observances, serious illness for which a doctor's note has been submitted, death in the family, or due to conflict with sending school calendar, schedule or disruption of local school transportation, or other personal reason's as approved by the Principal or his/her designee shall be considered "Excused" absences and shall be considered exceptions to the ten (10) day policy.

HIGH SCHOOL ONLY

Because of the "hands-on" nature of the shop program, it should be noted that bedside instruction cannot be arranged for this subject. Therefore, any extended absence in excess of two marking periods or their equivalent in days, shall result in a loss of course credit for the shop course.

SPECIAL EDUCATION SCHOOLS

A. Absences - Policy

Unexcused absences in excess of twenty (20) days shall result in the student being returned to his or her local district.

Absences attributable to truancy or to reason judged unacceptable by the Principal or his/her deignee shall be considered "Unexcused" absences. Five (5) unexcused tardies shall be the equivalent of one (1) unexcused absence.

Absences due to religious observances, serious illness for which a doctor's note has been submitted, death in the family, or due to conflict with sending school calendar, schedule or disruption of local school transportation, or other personal reasons as approved by the Principal or his/her designee shall be considered "Excused" absences and shall be considered exceptions to the twenty (20) day policy.

SAMPLE 9

Attendance Policy

Regular attendance is required of all public school students by New Jersey State Law. The educational process demands regular attendance to foster class participation and training for the future. No amount of make up work substitutes for these.

Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The school cannot teach students who are not present. Poor attendance limits accomplishments and reinforces a habit which will handicap the individual in future education or employment. The Board of Education requires the regular attendance of all students each day school is in session.

1. Cumulative Absences
   Cumulative absences include full day absences and absences from individual class(es) that result in half or more of the period being missed. All work missed must be made up at the initiative of the student. One day for each absence is allowed for make up.

   a. A student will NOT be granted credit in a scheduled course after his/her cumulative absences exceed the following limits:

      (1) Full year course - 14 days
      (2) Semester - ½ year course - 7 days

      In addition, each student will be counseled individually regarding the above dates.

   b. Parents and/or adult students will be notified of cumulative absences as follows:

      (1) Full year course - after 7 days and after 12 days
      (2) Semester - ½ year course - after 4 days and after 6 days

      In addition, each student will be counseled individually regarding the above dates.

   c. Appeals for exceptions to the loss of credit for excessive cumulative absences will be made to the Attendance Committee. The Attendance Committee shall be comprised of the Principal or his designee, a Department Chairperson, a Counselor, and the teacher(s) involved.

SAMPLE 9 (cont.)

d. The appeals process shall consist of the following procedures:

(1) The adult student and/or student's parent/guardian may meet with the Attendance Committee for the purpose of reviewing his/her attendance record and to present any information relative to the absences.

(2) The adult student and/or student's parent/guardian will be given the opportunity to present any extenuating circumstances at this time.

(3) The adult student and/or student's parent/guardian will be notified in writing as to the outcome of the appeal and may appeal to the Superintendent.

(4) The adult student and/or studnet's parent/guardian, if dissatisifed with the Superintendent's decision, may appeal to the Board of Education.

2. Noncumulative Absences
It is recognized that certain extreme and unavoidable circumstances may prevent a student from attending school. In the event a student is absent for any of the reasons listed below, it will be considered a non-cumulative absence. All work missed, as a result of the absence must be made up at the initiative of the student. Noncumulative absences will be allowed for:

a. Serious illness as verified by a physician.

b. Death in the immediate family.

c. Religious holidays as prescribed by the State Department of Education.

d. Administrative reasons (such as approved field trips, special programs, or college visitations). Prior approval of the Principal or his designee is required.

SAMPLE 42

Attendance Policy

The Board of Education has established these Student Attendance regulations.

General Class Attendance

All absences are detrimental to the goal of achieving a thorough education. The board cannot condone or encourage good attendance. Therefore, in order for a student to receive credit for a course, he or she must attend at least 85 percent of the class meetings. This means that a student may be absent only 15 percent of the time for any reason. This 15 percent includes legal and illegal reasons. Of course if a student misses class because of action by the school authorities or for an educational pursuit those days of missing class will not count toward the 15 percent. Then, too, the building principal may make exception to the policy if there are extenuating circumstances such as prolonged hospitalization, etc.

Implementation-General Attendance

On the 14th absence for the student in a one-term course and on the 28th absence of a year-long course, the student will be dropped from the course. The student may, if he or she wishes, audit the course for no credit or be assigned to a study hall. The parent will be informed by the office of the action taken.

Cutting

Any student who cuts four (4) times from a full year course or twice (2) from a half year course, will be withdrawn from the class and receive no credit.

SAMPLE 5

Attendance Policy

Any student who absents himself/herself from class for an excess of 24 school days (12 days for a semester course) will receive NO CREDIT for the course. These 24 absences are all inclusive--they include legitimate absences, class cuts, and truancy. Class trips and athletic contest excuses are not included as class absences.

Student Appeal

Once a student exceeds 6 absences for a marking period in a class, he/she has the right to appeal his failing grade for that class to his Guidance Counselor. If the student can present evidence of extenuating circumstances which acted as casual factors for his/her excessive absenteeism, the student may have his/her appeal heard by a faculty committee of five teachers and the Vice Principal. The five teachers on the Appeal Committee will not be teachers who have the student in class.

SAMPLE 8

Attendance Policy

Regulations

The following regulations shall apply to any students in grades nine through twelve:

1. Any student absent ten (10) times during a marking period shall be given a grade of 5.0, failure, for that marking period.

2. Any student accumulating twenty-eight (28) absences or more, or 16 percent of their possible days attendance from the date of enrollment at any time during the school year shall fail their educational program for the school year.

3. Any student receiving a failing grade due to absences may file an appeal with the high school principal.

   A. The high school principal shall forward the appeal to the Assistant Principal who shall serve as Chairman of the Appeals Panel. He shall be responsible for setting a hearing date and notifying all panel members and the student filing the appeal, of the date, time, and place of the hearing.

   B. Members of the Appeals Panel shall consist of the high school Assistant Principal, one Guidance Counselor, one Department Chairperson, or Assistant Department Chairperson, the school nurse, one teacher, and a high school student, who is an officer of the Student Council.

   C. The student requesting the appeal shall submit a written explanation and documentation by a physician if it concerns a medical reason to the high school Principal one week prior to the hearing and he shall forward copies to the Appeal Panel.

      1. A form may be obtained from the school nurse for the physician to complete and submit stating medical reasons.

      2. If medical reasons do not exist, a written explanation by the parent shall be required.

4. The Appeal Panel having heard the matter shall make a determination and submit their recommendation to the high school Principal, who shall render the final decision.

SAMPLE 49

Attendnace Policy

ABSENCES AND EXCUSES

After every absence for personal illness, quarantine, death in the family, the student is to bring to school on his first day back a written excuse from his parent or guardian.

All requests for excused absences for other than the above reasons must be presented to the school administration in advance.

A certification from the family physician may be required in cases of absence from school due to illness and shall be required in cases of student's return to school after absence of a communicable disease.

Based on a normal school year of 180 days, the Board of Education will accept a minimum of 165 days in attendance for a high school student to learn course credit at the end of the school year. In the event the school year is extended beyond 180 days, course credit will be denied any student absent more than (15) days. The fifteen (15) day requirement applies to courses of five (5) credits or more and pro-rated accordingly for courses of fewer than five (5) credits.

Therefore, by being absent without the proper excuse for more than the legal limit of fifteen (15) days, you automatically lost credit for the courses taken this year.

To regain credit for the course(s) you have not failed, you must apply to the principal for entrance to the Summer Credit Reinstatement Program. You are eligible for this program if you meet ALL conditions below:

1. Have between 16 and 45 days of unexcused absences.

2. Have passing grades in the course(s) in question.

3. Students with more than forty-five (45) unexcused absences are not eligible and must repeat the course(s).

4. Students eligible for the Credit Reinstatement Program must complete the required make-up the summer immediately following the school year where the absence occurred. Failure to comply will necessitate repeating the course(s) the subsequent school year.

SAMPLE 49 (cont.)

5. Entrance to the Program - Students must request to participate in the credit make-up program through the high school principal. The principal will determine the student's eligibility to participate in the program on the basis of the facts of each case, and also whether eligibility is consistent with existing practices for admission of students to the regular remedial summer school.

6. Course duration - Students must complete all assigned work and attend each day that the program is in session from 1:00 p.m. to 3:30 p.m. according to the following schedule:

   (a) 16 - 30 unexcused absences - 3 weeks

   (b) 31 - 45 unexcused absences - 6 weeks

SAMPLE 31

Attendance Policy

I. Absenteeism

Statistical evidence indicates that normal absenteeism for legitimate illness ranges between five and eight percent of the student body on a daily basis. The school curriculum is designed to adequately provide for this level of absenteeism by providing students an opportunity to make up the missed instruction.

A. Absence Verification

School attendance is a basic responsibility of the pupil and the parent. The student who dodges responsibility for learning by absenting himself/herself from school/class is clearly impeding and complicating the learning process.

The school will accept written verification following each student absence. Parents will subsequently be notified of the student's absence. Upon returning to school, students will sign an absence verification form provided by the homeroom teacher.

B. Loss of Course Credit

Students missing over twelve (12) unexcused school days (6.7 percent of the school year for a full course) or six (6) unexcused school days for a semester (half year) course, will not qualify to receive assigned credit for the course, unless he/she can present written substantiation of illness from a medical doctor or parent or written substantiation that he/she is mentally unable to benefit from instruction from a psychologist or psychiatrist.

This is not a permissive policy establishing or "licensing" a limit of days which may be missed with no harm. Rather, it assumes absences will occur for personal illness, serious personal or family problems, religious holidays, quarantines, and professional appointments which cannot be scheduled in non-school times and sudden and extreme emotional reactions.

C. School Sponsored Activities

Students shall not be considered absent while participating in a school sponsored activity. Example: field trip, varsity athletic contest, etc.

SAMPLE 31 (cont.)

D. Excessive Absences

Pupils who miss over thirty (30)unexcused days of school, albeit in non-consecutive fashion, will be notified and dropped from the rolls. Notifications will take the form of a personal conference with the parent(s) and students. Due process will be exercised to the fullest.

E. Excessive Absence (Compulsory School Age)

Pupils under the compulsory school age (below 16 years of age) who miss over thirty (30) unexcused days of school, in a non-consecutive fashion will have proper notification served upon the parent followed by a conference. Failing positive results from this effort, such pupils shall be brought to the Board of Education who will consider a recommendation for exclusion from school. All precautions will be exercised to insure due process for every student before he/she is dropped from the rolls.

II. Tardiness and Early Release

The orderly conduct of class activity is predicated upon the prompt and precise beginning of the program. Tardiness and Early Release hinders the proper conduct of such activity, imposes a distraction which leads to a loss of instructional time for pupils properly in attendance, and denotes school time loss by the tardy pupil.

A. Tardiness

Pupils who are tardy (unexcused) for school on three (3) occasions will be referred to the school administration whereupon assignment to the Alternative Evening School shall be imposed for one (1) evening. The student may return to school when the evening school obligation is met. Three (3) additional tardies (unexcused) will result in a three (3) day suspension followed by parent/guardian conference.

III. Requirements for Completion of Courses

Pupils missing more than twelve (12) unexcused, but not more than thirty (30) unexcused school days, who remain in class throughout the regular school year, may complete the course requirements in a summer school, if the course is offered. (Summer school class sessions total sixty (60) hours of instruction thereby properly permitting the make up of lost time.) Grades achieved in the regulary scheduled class will be averaged with the pupil's final summer school grade. A student may only take two (2) courses during any one summer session.

SAMPLE 31 (cont.)

VI. Appeals

The Board is cognizant of possible unforeseen factors which may create hardships relating to the operation of the attendance policy.

A. Petition for Hearing

A written petition must be presented to the Principal of the pupil's high school by the parent/guardian no later than five (5) school days after the receipt of notification of no-credit status.

B. Attendance Appeals Committee

In keeping with the dictates of fairness and procedural due process, a district-wide attendance appeals committee will be established to hear cases brought by petition from parent/guardian of affected pupils.

1. The committee will be comprised of five (5) people, each serving in one of the following capacities:

   High School Principal
   Housemaster/Director of Pupil Personnel Services
   Subject Area Coordinator
   Guidance Counselor
   Classroom Teacher

2. The Superintendent of Schools will select the Committee.

C. Appeals Procedure

1. Appeals to the Superintendent of Schools relating to decisions of the attendance appeal committee must be made in writing to the Superintendent of Schools within seven (7) school days of receipt of the attendance appeal committee's decision.

2. Appeals to the Board of Education relating to the decision of the Superintendent of Schools must be made in writing within ten (10) school days of receipt of the Superintendent's decision.

3. Board of Education decisions may be appealed to the Commissioner of Education.

SAMPLE 2

Attendance Policy

Absence from school can mean that a pupil will fail the prescribed course of study and will not graduate. Absence also violates New Jersey State Law (NJSA 18A:38-25 and 26; NJAC 6:8-4. 2(d)2). Absence can also result in criminal charges against parents and juvenile delinquency findings against the absent pupil. This Board of Education has a duty to enforce the attendance laws and therefore establishes, as a policy, that in the event of pupil absenteeism exceeding the permitted absence, there will be no credit issued for the course involved.

I. ABSENTEEISM

A. Absence Verification - School attendance is a basic responsibility of the pupil to the learning process. The school will NOT accept notes brought to school following an absence, but upon return to school pupils will sign an absence verification form provided by the homeroom teacher. Individual records must be maintained by the parent who should keep a personal record of each absence/tardy/early release as verification data to be provided to the school in the event of an attendance appeal. A school calendar is provided for your record keeping.

B. Loss of Course Credit

1. Pupils missing over 14 school days (14 days = 7.8 percent school year) for a year long course or 7 school days for a semester course, will not receive credit for said courses. THIS WILL PROHIBIT SENIORS FROM GRADUATING AND UNDERCLASSMEN FROM BEING PROMOTED.

2. Students who are present in school as per the daily absence sheet but absent from class will be considered cutting. Class cutting is a suspendable offense and all suspensions are recorded as absences.

C. Sponsored Activities - Pupils shall not be considered absent while participating in a school sponsored activity.

D. Incomplete School Day

1. Pupils who are more than two (2) hours late will be counted absent for ½ day.
2. Pupils arriving after 12:30 p.m. will be considered absent for entire day.
3. Pupils leaving school prior to 12:30 will be counted absent ½ day.
4. Pupils leaving school before 10 a.m. will be considered absent for the entire day.

SAMPLE 2 (cont.)

5. Any student who is not in homeroom by 8 a.m. will be considered tardy to school. Three (3) tardies will equal one absence for the purpose of this policy.

E. Warning Notices - A letter will be sent to the parent/guardian of students who have accumulated four (4) absences. This letter will indicate the consequences if the absences continue. Guidance counselors will conduct interviews with students who receive such letters.

F. Family Vacations - Such vacations will be allowed with the following provisions:

1. Provide the school principal with parental written request of intent at least two (2) weeks prior to the event.
2. Only one (1) such event in any school year will be allowed and may not exceed ten (10) school days.
3. Subject assignments will be provided to the student and arrangements for completion will be made with respective teachers.

G. Consecutive Absences - Any pupil who misses ten (10) consecutive school days, and does not appear on home assignment, home instruction, and/or is not medically verified as incapacited will be dropped from the rolls or issued a five (5) day notice depending on each student's age.

II. MAKE-UP WORK - Pupils are provided an opportunity to complete assignments missed because of their absences. However, it would be unwise to believe that one can make up the learning activity of an entire class period.

A. The rule of thumb of the time allowed to make up work missed is equal to the amount of time absent. Arrangements to make up work is the responsibility of the pupil.

B. Pupils choosing to cut classes, or otherwise found to be truant, may not make up work missed during these infractions.

C. Pupils may complete assignments for time missed because of an action initiated by authorities of the school, i.e. suspension, exclusion, etc.

III. APPEALS - The board is aware of possible unforeseen factors which may create hardships relating to the operation of the attendance policy.

A. Petition for Review - A written petition for a review must be presented to the attendance officer of the high school by the parent/guardian no later than seven (7) days after the receipt of notification of non-credit status. An appeal

SAMPLE 2 (cont.)

card is provided for your convenience. Absence documentation must accompany appeal card.

B. Attendance Appeals Committee

1. In keeping with the dictates of fairness and procedural due process, an attendance appeals committee will be established to hear cases brought by petition from parents/guardians of affected pupils concerning non-credit status. The committee can only act on written documentation provided by the parent/guardian.

2. The committee will be comprised of three (3) people each serving on one of the following capacities: Assistant Principal, Guidance Counselor, Attendance Officer.

C. Appeals Procedure

1. Appeals to the principal relating to decisions of the attendance appeal committee must be made in writing to the principal within seven (7) days of receipt of the attendance appeal committee's decision.

2. Appeals to the Superintendent relating to decisions of the principal must be made in writing to the Superintendent of Schools within seven (7) days of receipt of the principal's decision.

3. Appeals to the Board of Education relating to the decision of the Superintendent of Schools must be made in writing within seven (7) days of receipt of the superintendent's decision.

4. Board of Education decisions may be appealed to the Commissioner of Education.

5. Parents/Guardians who fail to follow the seven (7) day appeal time to the principal, superintendent and/or the Board of Education WILL FORFEIT FUTURE APPEAL RIGHTS.

IV. RECORDKEEPING

A. Recording pupil absence is a primary responsibility of the school and shall be accomplished in the following manner:

1. Absences from school shall be recorded on report cards.
2. Tardiness to school shall likewise be recorded on report cards.
3. Warning and no credit notification will be mailed to parents/guardians.

B. Other Procedures

1. The attendance for pupils entering school after November 1, will be pro-rated.
2. "In-school" and "out-of-school" suspensions will count as days absent from school.

SAMPLE 24

Attendance Policy

1. Excessive Absences - Absences for any reason for more than:

   24 days in a full-year course = No Credit
   12 days in a half-year course = No Credit
    6 days in a quarter course = No Credit
   Those students who lose credits must remain in scheduled class(es).

2. Unexcused Absence and Truancy - the non-attendance at school for unacceptable reasons.

   Students are still responsible for the completion of assignments missed during absences; however, credit will not be granted for make-up work. The third reported instance of truancy or unexcused absence will result in no-credit earned for each subject in which the student is enrolled. Students will not be removed from these classes.

3. Classroom Truancy or Class Cutting - the non-attendance at a given class or classes without the school's knowledge and consent. A total of three (3) instances of cutting in a course shall result in no credit earned for that course.

4. Class Tardiness - three such occasions of tardiness without a legitimate reason, will constitute one day's unauthorized absence. Class tardiness totaling nine (9) referrals to the administration, shall result in loss of credit for the course.

5. Notification of Loss of Credits - parents or guardians of affected students will be informed, in writing, by certified mail, that due to "excessive absences" no credit has been earned in the course(s) in which their child is enrolled. If loss of credit occurs because of excessive absences, an appeals procedure exists for parents or guardians which must be made in writing within five (5) school days after the receipt of notification. Such appeals are to be forwarded to the school principal.

Appeals Committee

An Appeals Committee will be appointed by the building principal to consider appeals filed by parents of students who have been informed of loss of credits due to excessive absences. The appeals committee shall consist of the following:

SENIOR HIGH SCHOOLS

Guidance Counselors	- 2 members
Department Heads	- 2 members
Teacher	- 1 member

SAMPLE 24 (cont.)

The Appeals Committee must have a minimum of three members present in order to discuss appeals and render decisions on the appeals discussed. A majority vote of those present is required in any decision(s) made by the Appeals Committee.

Appeals Procedures:

1. Parents have five days after the receipt of notification of loss of credits to appeal loss of credits.

2. Appeals Committee will meet oce each week at a time designated by the building principal.

3. The circumstances and/or reasons which will be given consideration for awarding credits for courses in which student absences are in excess of those permitted in the regulations are as follows:

   a. Documented illness verified by school;
   b. Absences related to death in family;
   c. Absences necessitated for legal matters;
   d. Absences related to religious holidays;
   e. Administrative excused absences, such as:

      1) College interviews;
      2) School related activities or trips;
      3) Job interviews;
      4) Medical appointments;
      5) Emergency and/or extenuating circumstances identified by the building principal.

4. Responses to appeals will be made in writing within ten school days of receipt of appeal.

5. Appeals which have been denied by the Appeals Committee may be appealed to the building principal within five days of receipt of the decision.

6. If the building principal denies the appeal, the successive order of appeals will be made known to the parent.

SAMPLE 36

Attendance Policy

1. Absences:

Since there will be no classification of student absences by "excused" or "unexcused", notes for absences will not be honored or required. The exceptions to the above pertain to religious observances which are recognized by the New Jersey Department of Education, and for death of an immediate member of the family. The maximum number of consecutive absences due to death in one's family is three, Extensions of this three day "excused" period will be an administrative decision based on extenuating circumstances. In cases where the bereavement is outside the immediate family, the decision for the classification of the absence(s) will be at the discretion of the appropriate administrator. Notes are required for absences due to religious observances.

2. Attendance and Extra-Curricular Participation:

When a student is absent from school, for any reason, he/she is excluded from all school activities, including rehearsals, practices, and athletic events on the day the student is absent. Since the policy states that a student is ineligible for extra-curricular participation until he/she is in attendance at the school for one complete day, Friday absences will also negate participation in Saturday and Sunday activities. Students must be in school by 10 a.m., for the morning session and remain in attendance until 12:30 p.m. to be eligible for extra-curricular participation. Students in the p.m. session must be in attendance no later than 2:30 p.m., and attend the remainder of the session to be eligible for extra-curricular activities.

3. Frequency of Student Absences and Credit Deduction:

Since the earning of course credits is based on 180 instructional school days, frequent absences of pupils from the regular classroom learning experiences disrupts the student's educational process. Therefore, students with an excess of 15 days absent, excluding those for religious observances and bereavement, will not be eligible to receive the maximum credits awarded in each of his/her six classes. Students who accumulate an excess of 29 absences will receive credit deductions on a pro-rated basis. However, since the credit-completion program is conducted for a maximum of 14 days, students with an excess of 29 absences will not be eligible to re-earn their lost credits through the program. Attendance at an approved summer school will be required for credit make-up.

SAMPLE 36 (cont.)

Excessive absences and credit deductions will be as follows:

16 days absent - loss of ½ credit in each subject.
24 days absent - loss of 3/4 credit in each subject.
30+absences - pro-rated credit deductions.

Student absences which are not part of "credit-deduction" plan require notes and include such categories as: (notes are required prior to or within 3 school days of returning to school to be valid excuses)

****Religious observances recognized by the New Jersey Department of Education;
****Death in the immediate family, or bereavement outside the family in which the absences have been granted prior administrative approval;
****Subpoena court appearances;
****Bedside tutoring and extended chronic illness verified by a doctor;
****School sponsored/chaperoned trips, activities, and athletics.

All other student absences are categorized into the "credit deduction" classification: examples include, but are not limited to the following:

Vacations
Hunting
College visitations
Illness
Appointments
Contests
Business trips
Working
Family obligations

Late arrivals and/or early dismissals in which the student is out of school in excess of 2½ hours will be considered as absences. The school recognizes and approves only those which are for doctor and dentist appointments and participation in the state driving test - (all approved prior to dismissal). The dispensation/ classification of absences is an administrative decision based on individual circumstances.

Students who have accumulated excessive absence, as previously explained in this policy, will receive credit deductions in each of his/her classes, and have three possible credit make-up procedures available.

SAMPLE 36 (cont.)

****Attend summer "credit-completion" session (provide own transportation);
****Attend a recognized summer school at pupil's own expense;
****Repeat the state/local required 5 credit courses following school year - and/or courses individually needed for credits/promotion.

All credit make-up time will commence after the close of the regular school year.

4. Credit-completion Session

Students will be granted the opportunity to re-earn lost credits by satisfactory attendance at the credit completion session and successful completion of credit work packets for each of his/her classes. Except for absences totaling over 29 days, all credit make-up time will commence after the close of the regular school year, beginning on the day following the last day for teachers. Students will be required to attend the session all of their credit deduction classes; partial attendance will not be accepted.

The classification of days absent/credit loss/credit completion attendance is as follows:

Days Absent	Per Subject Credit Loss	Assigned Make-up Days at Credit Completion
16	½	1
17	½	2
18	½	3
19	½	4
20	½	5
21	½	6
22	½	7
23	½	8
24	3/4	9
25	3/4	10
26	3/4	11
27	3/4	12
28	3/4	13
29	3/4	14
30 - 63 1- 1	3/4	
64 - 95 2- 2	3/4	Students are unable to
96 -127 3-3	3/4	re-earn credits at summe
128 -165 4 to 5		program/

SAMPLE 36 (cont.)

5. Credit-Completion Packets:

The credit-completion packets will be prepared by each of the student's six classroom teachers and contain 50 minutes of study per day per subject. These packets of instructional/written material shall be completed by the student during his attendance at the summer make-up session. The lessons shall be graded by a "pass" or "fail" and all six packets assigned to the student must receive a passing evaluation to make the student eligible for credit completion.

6. Appeals Process:

Students amd parents are granted the right to appeal the absences and credit deduction classification by following the established procedures contained in the Board of Education's policy on "appeals".

****The student and parent may appeal in writing the student's absence status. Failure to submit a written appeal within 5 school days of notification shall constitute acceptance of the absence/credit loss classification. The exception to this 5-day period will pertain to student absences which total the credit deduction category at the end of the year. The written appeal must be received within our 24-hour working day - (delivered in person).

****The appeal process shall follow the progressive sequences as indicated below:
****To the vice-principal in charge of attendance.
****If not resolved, to the building principal.

****A written summary, includes final dispensation and decisions, shall be maintained at each level of appeal and forwarded to:
****The student's cumulative and attendance folders.
****The next step of the appeal process.

SAMPLE 74

Attendance Policy

The Board acknowledges the importance of regular attendance in an effective instructional program. To this end, it observes and enforces the laws requiring the attendance of all children between the ages of six (6) and sixteen (16) pursuant to NJSA 18A: 38-25 and to establish its own rules for the attendance of all students enrolled in all schools of this district.

Attendance of students enrolled in school shall be during the days and time school is in session. For all absences, a letter of explanation must be written by the parent/guardian or adult student (18 years of age or over permission has been granted) and is subject to verification by the administration.

I. Absences, the non-attendance of a student enrolled in the school district, is divided in two (2) categories:
CUMULATIVE =UNEXCUSED ABSENCES, CUTS, TRUANCY
(Unexcused absences are all absences for which an acceptable note has not been submitted within five (5) days.)
NON-CUMULATIVE =EXCUSED ABSENCES

A. Cumulative Absence include all full day absences and absences from individual classes. Students must make-up all work at the direction of the teacher within one (1) day for each of the first two (2) unexcused or cumulative absences. It is the student's responsibility to initiate the make-up process. Make-up work is allowed for educational continuity; lost grades will not be restored.

B. Notification to Parents/Guardians, Adult Pupils and Course of Action

1. First Cumulative Absence. Notice will be mailed to the parent/guardian. The student will be given, in each class affected, a zero.* A conference with his/her guidance counselor is suggested.
2. Second Cumulative Absence. Parent/Guardian will be informed by the Principal via telephone/letter of the second cumulative absence. A conference with the Principal, or Assistant Principal, if desired must be arranged within two (2) school days of the second cumulative absence. The guidance counselor and teacher shall have the option to attend. The student will be given a zero in each class affected.* At this conference it will be possible to initiate an appeal regarding either of the first two (2) absences. Parent/Guardian will also be reminded of the attendance policy and that the next invalid absence will result in the denial of partial credit for the affected course(s).

SAMPLE 74 (cont.)

3. Third Cumulative Absence. The third invalid absence from class will result in exclusion from school at the end of the school day with due process and a partial denial of credit for that course. The exclusion from school will end as soon as a conference is held involving the parent/guardian, student, administration, and the teacher and guidance counselor when possible. An appeal is limited to a discussion of the third absence. The student will also be given a zero in each class affected*.
4. Fourth & Fifth Cumulative Absences. Parents/Guardians will be notified by mail or telephone. Student will be given a zero in each class affected.* A conference will be required with the parent/guardian, the counselor, and the building principal or his/her designee.
5. Sixth Cumulative Absence. Parent/Guardian will be notified by registered mail, return receipt requested. Student will lose all credit for the semester and be given a zero in each class affected.*
6. Seventh Cumulative Absence. Of any semester:
   Under sixteen (16) years of age:
   a. A non-school attendance complaint will be filed in the local Municipal Court and/or Juvenile Court and for each additonal cumulative absence as well.
   b. Students must remain in regular classes unless an alternative has been arranged by the administration.

   Over sixteen (16) years of age:
   a. Student may be dropped for the remainder of the school year for continued cuts and for unexcused absences. Students may enroll the following semester.

   All classified students pursuant NJAC 6:28 et seq, shall be referred to the Child Study Team for intervention at the time of each cumulative absence and a review of the case shall take place prior to the implementation of the policy prescribed above upon the seventh cumulative absence.

*Make-up is allowed for purposes of educational continuity; lost grades will not be restored.

C. Non-Cumulative Absences.
1. It is recognized by the school that there are definite unavoidable circumstances which may prevent a student from attending school, In the event, therefore, that a student is absent for any of the below listed reasons, it will be considered a non-cumulative absence. All work missed under these circumstances must be made up at the direction of the teacher, within one (1) day for

SAMPLE 74 (cont.)

each day missed. IT IS THE STUDENT'S RESPONSIBILITY TO INITIATE THE MAKE-UP PROCESS.

a. Illness
b. Illness of more than three (3) consecutive days, for which a written medical statement is required. Students who are absent ten (10) or more consecutive school days for illness are eligible to receive home instruction upon written notice of illness by physician and written request by parent, guardian or adult pupil. This documentation may be presented immediately to the school principal upon onset of illness.
c. Death or serious illness in the immediate family as verified by documentation.
d. Religious holiday as designated by the State Department of Education.
e. Administration-approved reason for school related activity.
f. Attendance required in court as verified by documentation.
g. Suspension from school.

2. Vacations
   a. Notification of intended absence for vacation must be submitted to the administration in advance. A form which can be obtained from the office must be submitted and approved in advance.
   b. A maximum of six (6) vacation days per year may be approved by the principal or his/her designee. Extenuating circumstances appeal to the principal.
   c. The staff will not provide make-up work for unapproved vacation days.

II. Absence Verification

A. All notes for excused absence must be presented to the main office within the following time frame and are subject to verification.
   1. Two school days of absence in order to be eligible for and all make-up work - one day's grace for each day's absence.
   2. Five school days of absence in order to have the absence considered excused but teachers are not obligated to allow any or all make-up.
   3. After five (5) days the absence will be considered unexcused - absolutely.

Appeal Procedure

A. When the student has accumulated two (2) unexcused absences and/or cuts, the student and the parent/guardian will be advised of the jeopardy and the right to appeal the unexcused absences.

SAMPLE 74 (cont.)

B. A Notice of Intent to Appeal must be filed within five (5) consecutive days of the advisement with all pertinent information attached, if an appeal is to be instituted.

C. The Appeals Committee will review the information, as outlined below, and render a decision.

D. When the student has accumulated three (3) unexcused absences and/or cuts, only a final unexcused absence that would result in loss of credit may be appealed, following the procedure outlined below.

E. Appeals to the Committee are limited to instances involving potential loss of credit.

F. A list of pending appeals will be made available to the faculty. Faculty members wishing to do so may present information to the Committee with respect to any appeal.

Steps to be Followed:

A. The Appeals Committee will review the information presented in writing.
B. If the decision of the Committee is favorable to the student, he/she will be placed on the proper step of the attendance policy.
C. If the decision is unfavorable to the student, the parent/guardian will be duly notified.
D. A student wishing a hearing on the decision must submit a request in writing within three (3) consecutive school days of notification.
E. A hearing will be scheduled within a reasonable time not to exceed thirty (30) calendar days.

Committee Make-Up

A. The Principal and his/her designee.
B. Four faculty members.

Successive Order of Appeal

A. Appeals Committee
B. Superintendent of Schools
C. Board of Education
D. This order of appeal applies to the student, the parent/guardian, and the teacher.

Time Line

All appeals except those occurring within the last ten (10) days of regular classes will be resolved by the last class day of the semester.

Tardiness

Tardiness shall be divided into two categories:
School Day Attendance (late arrival)
Class Attendance

SAMPLE 74 (cont.)

A. School Day Attendance Tardiness

1. Students who report to their homeroom after the late bell sounds to signify the start of homeroom period are to be considered tardy and dealt with by the homeroom teacher.
2. Students arriving after the end of homeroom must report immediately to the office to sign in.
3. Students who report to school after the late bell are considered tardy unless they present a properly signed note explaining the reason for their tardiness. Acceptable reasons are:
   a. Illness as verified by a written medical statement which is required.
   b. Death or serious illness in the immediate family as verified by documentation, or family or personal emergency.
   c. Religious holiday as designated by the State Department of Education.
   d. Administration approved reason for school related activity.
   e. Attendance required in court as verified by documentation.
   f. Suspension from school.
4. Each of the first two unexcused tardies will result in detention. Upon the third unexcused tardy in any one marking period, the student will be excluded at the end of the day pending a parent conference. After the third unexcused tardy, the student may not sign in without a parent conference.
5. A lateness to class of five (5) minutes or more without a pass is considered 1/3 of a cut. Three such latenesses in a semester count as a cut and are to be reported to the office.
6. An unexcused lateness to class of more than twenty (20) minutes - a cut.
7. Students who are chronically tardy will be recommended to the Child Study Team for intervention.

B. Class Attendance

1. Each of the first two unexcused tardies will result in detention. Three such tardies in a semester count as a cut and are to be reported to the office.
2. A lateness to class of five minutes or more without a pass is considered 1/3 of a cut. Three such latenesses in a semester count as a cut and are to be reported to the
3. An unexcused lateness to class of more than fifteen minutes will equal 1 cut.
4. Students who are chronically tardy will be recommended to the Child Study Team for intervention.

SAMPLE 74 (cont.)

III. Extra-Curricular Participation on Days Absence
Students absent from school may not participate in any extra-curricular activity on a day of absence unless the absence is for a school related activity previously approved by an administrator. In extra-ordinary cases, an appeal may be made by the Administration.

SAMPLE 62

Attendance Policy

1. A student may be absent ten (10) days from school each academic year. Such absence will not affect course credit. In all cases of absence, notes will be required from parents or guardians and if not furnished within two days, the youngster will be suspended.

2. Students who have been absent for more than ten days are required to serve two detentions per course for each day over ten. If detentions are not made up within the allotted time the student will lose ¼ credit for each course in which he was not in attendance. Each additional absence from class will result in further ¼ credit reduction unless time is made up as required. As an example, for a typical six course schedule, 12 detentions would have to be made up to restore full credit.

3. Excused absences will be recognized as follows:

   a. A medical excuse signed by a phyisican or dentist.
   b. A death in the family (a note must be submitted by the parent).
   c. A bona fide religious holiday (a note must be submitted by the parent and approved by the principal).
   d. Driver's test--written verification.
   e. College visitations - letter from college turned in to attendance office.
   f. Job interviews - letter from company turned in to attendance office.

The combined total of d, e, and f may not exceed four days of the year.

4. Excused absences as listed in item 3 may be granted at any time during the school year.

5 All notes for the excused absences listed in item 3 must be turned in to the attendnace office within ten school days of the absences.

6. If a student is absent from class a total of five (5) unexcused absences, he will not receive credit for the course. He will be given the opportunity of remaining in that class as an auditor (and therefore be expected to do all class work) or he will be dropped from the class and assigned to a study hall. If the student is absent an additional unexcused day from the audited class or study hall, a conference will be held with his parents and appropriate action will be taken by the school administrator.

SAMPLE 62 (cont.)

7. Parents will be contacted by phone or letter at the fourth and eighth absence.

8. When the teacher records the absence of a student who is not on the absence list and it is determined by the principal that there was not a legitimate reason for the absence, the student will lose ¼ credit for each incident. A form letter will be sent to this parents informing them of the action that has been taken.

9. Semester Courses

   a. Absences beyond 5 days will result in 2 detentions per day per class.
   b. Tardiness - 4 times tardy to the same class--loss of ¼ credit in that class; 6 times tardy to same class--loss of additional ¼ credit in that class and can not be made up (this applies to 4 times tardy also)
      7 times tardy to same class--loss of all credit and cannot be made up.

10. Tardiness to year courses - Two (2) tardies to school equal one absence.

    a. 6th time tardy to class - loss of ¼ credit in that class.
    b. 8th time tardy to same class - loss of additional ¼ credit.
    c. 10th time tardy to same class - lose additional ¼ credit.
    d. 12th time tardy to same class - lose additional ¼ credit.
    e. 13th time tardy to same class - loss of credit, no make up and no credit.
    f. 14th time tardy to same class - 3 day in-school suspension.

11. Truancy - The first and second truancy may be made up by serving the required detentions (2 detentions for each class missed). Third truancy will result in permanent loss of all credit.

12. Cutting - 2 detentions per class
    a. Loss of ¼ credit for each cut - up to 4 cuts.
    b. 5th cut - loss of credit - no make up.
    c. 6th cut - in-school suspension for 3 days. Subsequent cuts will result in a 5-day external suspension.

13. STUDENTS HAVE THIRTY (30) CALENDAR DAYS EXCLUDING VACATIONS FROM THE TIME OF NOTIFICATION TO MAKE UP DETENTIONS OR CREDIT WILL BE PERMANENTLY LOST.

14. Students who lose full course credit because of unauthorized absences will be given either a DP (dropped the cause with a passing grade) or DF (dropped the course with a failing grade) depending on the academic nature of the work they were doing in that class at the time they lost full credit due to unauthorized absences.

SAMPLE 62 (cont.)

15. Students who are demonstrating poor attendance patterns will be referred to the appropriate guidance counselor.

16. Students who are eighteen (18) years of age and older may write their own notes. (They must complete the appropriate forms.) Letters indicating attendance status will be sent to the student. All other provisions of this policy will apply.

17. If a student is suspended from school for any number of days, an administrative decision will be made concerning the effect of the suspension of this attendance policy.

18. ALL DETENTIONS FOR THE YEAR MUST BE COMPLETED PRIOR TO THE BEGINNING OF FINAL EXAMINATIONS.

19. Penalties - Parents will be notified of all penalties incurred by their children. Students may appeal penalties to an Attendance Committee comprised of the principal, assistant principal, and guidance director. The process is shown below.

20. The review and appeal procedure will be as follows:
    a. Within ten (10) days of notification of penalty incurred the student must appeal in writing to the Attendance Committee.
    b. The student will submit in writing an appeal to his/her guidance counselor, who will present it to the Attendance Committee. The guidance counselor, at his/her discretion, will also submit any further information about the student that may be helpful in making a decision.
    c. The Attendance Committee will review all the information presented and make a decision within ten (10) days of receipt of appeal.
    d. The guidance counselor will give written notification to the student and his/her parents of the committee's decision.

VACATIONS

Absence due to vacation is counted as part of the student's ten day absence.

Absence due to parent's scheduled vacations is counted as part of the student's ten days absence. Absences beyond the ten days for vacations will result in the pre-determined detention and credit loss according to policy.

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VITAE

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History: Resident of Hudson County: 37 years
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2 years resident of Cresskill, N. J.

Education: Bachelor of Arts, 1965 - Jersey City State College
Major - Secondary Science Education
Master of Arts, 1970 - Jersey City State College
Major - Science Education
Thesis Title - "The Aerosole Type of Air Pollution, The City of Hobcken, New Jersey, contributes to The Metropolitan Area"
Principal's Certificate Earned, 1971 - Newark State College (15 credits)
Guidance Counselor's Certificate Earned, 1973 - Newark State College (18 credits)
Supervisor's Certificate Earned, 1973 - Newark State College (9 credits)
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Teaching Experience:

1965-1966	Weehawken Public Schools Woodrow Wilson School, 7th grade Science
1966-1974	Weehawken Public Schools Woodrow Wilson School, 8th grade Science

Administrative Experience:

1974-1976	Weehawken Public Schools Assistant Principal, Woodrow Wilson School
1976	Weehawken Public Schools Acting Principal, Woodrow Wilson School
1976	Weehawken Public Schools Assistant Principal, Weehawken High School
1977-Present	Weehawken Public Schools Principal, Weehawken High School

Other School Experience:

1965-Present	Member, New Jersey Education Association
1974-Present	Member, Weehawken Administrators Association
1977-1979	President, Weehawken Administrators Association
1977-1981	Member, Executive Committee, Hudson County Interscholastic Athletic Association
1977-Present	Member, Secondary School Principals Association
1979-Present	Member, Administrators Association of New Jersey
1982-Present	Member, Executive Committee, Bergen County Scholastic League

Community Activities:

1970-Present	Assistant, Troop 59, Weehawken Boy Scouts
1972-Present	Member, Hudson County University Club
1977-Present	Member, Weehawken Indian Booster Club
1980-Present	Benevolent Order of Elks Lodge #1456 Weehawken, New Jersey
1982-Present	Cresskill Recreation Department Basketball Coach